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ABSTRACT

Since 1974, Piedmont Virginia Community College (PVCC) has conducted annual surveys of its graduates to obtain information on jobs, career satisfaction, transfer to other institutions, and the effect of PVCC on graduates' careers and further education. Findings from the survey of 1994-95 graduates, based on responses from 41.1% of the 241 alumni surveyed, included the following: (1) 40.6% of the graduates were employed in full-time jobs related to their field of study at the college; (2) 87.5% of the respondents reported that they were either very satisfied or satisfied with their current jobs, while 12.5% reported that they were unsatisfied; (3) 45.2% of the respondents indicated that the academic preparation they received at PVCC was excellent with respect to their current jobs, while 48% indicated that it was good; (4) the average annual salary earned by the respondents was $18,681, while the median was $19,066; (5) 24.5% earned less than $20,000; 25.5% earned between $20,000 and $30,000; 16.3% earned more than $30,000; and (6) 36 respondents were continuing their education at four-year colleges or universities, while their average grade point average at the receiving institutions was 3.58. Includes 44 data tables. The survey instrument is appended. (HAA)

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Follow-up Survey of PVCC Graduates Class of 1994-95

Research Report No. 4-97
June 1997

Piedmont Virginia Community College
Charlottesville, Virginia

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FOLLOW-UP SURVEY OF PVCC GRADUATES OF THE CLASS OF 1994-95

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FOLLOW-UP SURVEY OF PVCC GRADUATES OF THE CLASS OF 1994-95

INTRODUCTION

Since 1974, Piedmont Virginia Community College (PVCC) has conducted annual surveys of its graduates. Questions are asked concerning jobs, career satisfaction, salaries, study at other colleges and universities, and the impact PVCC has had upon the careers and further education of its graduates. Information from the survey is used to improve academic programs and college services.

This study reports the results of the twentieth of these graduate follow-up surveys. The survey was conducted for graduates of the class of 1994-95 (those students graduating from PVCC in Summer Term 1994, Fall Semester 1994, and Spring Semester 1995). In terms of format and content, it is similar to previous studies. All information is descriptive in nature and is presented in narrative, tabular, and graphic form.

Graduates were surveyed approximately eight months after graduation to allow time for graduates to secure jobs and enroll in colleges or universities (see Appendix A). Those not responding to the follow-up survey were contacted two additional times (see Appendix B).

DEMOGRAPHIC AND ENROLLMENT CHARACTERISTICS

Of the 241 graduates of the class of 1994-95, 99 returned completed surveys for a response rate of 41.1%. This number represents the lowest response rate in eight years: 1993-94 (50.4%), 1992-93 (52.6%), 1991-92 (46.4%), 1990-91 (54.2%), 1989-90 (48.2%), 1988-89 (54.2%), 1987-88 (57.1%) and 1986-87 (61.2%). In previous years, follow-up telephone surveys were conducted in an effort to increase the response rate. However, for the class of 1994-95, telephone surveys were not conducted; therefore, the response rate for this year is lower than usual.

As Table 1 indicates, the response rates by sex, race, age, and residence, varied somewhat from the overall response rate. Males were more likely to complete surveys than females. Asian students (37.5%) and African-American students (33.3%) had a lower response rate than white students (41.8%). Younger students (ages 18-21) had a much higher response rate than older students.

Graduates residing in Buckingham County had the highest response rate in terms of jurisdiction (71.4%) while those residing in Greene County (36.4%) and Louisa County (36.4%) had the lowest response rates. Those graduates residing in Virginia, but outside the PVCC service region, had a slightly lower response rate (38.5%) than those residing within the service region (41.8%).

Demographic characteristics and enrollment characteristics of survey respondents were similar to those of all graduates. In terms of sex and race, most graduates and respondents were female (66.4% of graduates, 65.7% of respondents), and most were white (83.4% of graduates, 84.9% of respondents). In terms of age, the largest grouping of graduates was between the ages of 25 and 34 (33.2% of graduates, 35.4% of respondents).

Graduates in the occupational/technical curricula had approximately the same response rates (41.0%) as those in the college transfer curricula (41.3%).[1] As Table 2 indicates, graduates receiving certificates had the highest response rate (45.8%), followed by those receiving the AA degree (41.4%) and by those receiving the AS degree (41.3%). The lowest response rate was from graduates receiving the AAS degree (39.8%). The greatest majority of both graduates and respondents received either the AAS degree (44.8% of graduates, 43.4% of respondents) or the AS degree (33.2% of graduates, 33.3% of respondents). The remainder received AA degrees (12.0% of graduates, 12.1% of respondents), and certificates (10.0% of graduates, 11.1% of respondents).

---

[1]College transfer graduates are those receiving the Associate of Arts (AA) or Associate of Science (AS) degree; occupational/technical graduates are those receiving the Associate of Applied Science (AAS) degree or a certificate.

EMPLOYMENT

Approximately 40% of all 1994-95 PVCC graduates responding to the survey were employed in full-time jobs related to their fields of study at PVCC (see Figure 1). Around 8% were employed in full-time jobs unrelated to their study at the college and 12.5% were employed in part-time jobs unrelated to their study. More part-time employees worked in jobs related to their study at PVCC than in jobs unrelated. Nearly one-fourth of the survey respondents declared that they were unemployed (23.9%), but of these, only seven (7.3%) were actively seeking jobs. Those not seeking employment were typically full-time students, homemakers, or retired persons.

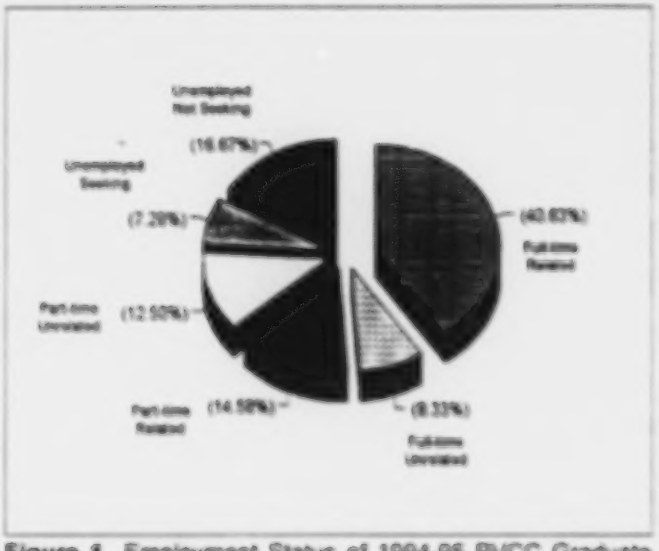

Figure 1 Employment Status of 1994-95 PVCC Graduate Survey Respondents

The employment status of all respondents by degree and program is shown in Table 3. As has been the case with previous graduating classes, the percentage of college transfer graduate respondents (AA and AS degrees) employed in full-time jobs was much lower than that of occupational/technical respondents (AAS degree or certificate), most likely because the purpose of all college transfer curricula is to allow the student to transfer to a four-year college

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or university, and that of occupational/technical curricula is to acquire technical job skills. In this respect, many of the part-time and unemployed college transfer students were enrolled in four-year colleges or universities, and cannot truly be considered unemployed.

As can be seen in Table 4, the percentage of 1994-95 graduates employed in full-time jobs (49.0%) was slightly lower than that of the previous graduating class (55.1% in 1993-94). The percentage employed in full-time jobs *related* to their fields of study at PVCC decreased in 1994-95 to 40.6% from 50.5%, as did the percentage of part-time jobs *related* to their fields of study (14.6% from 21.1%).

Also noteworthy was the higher unemployment percentage (23.9%) for 1994-95 graduates as compared to the 1993-94 graduate unemployment percentage (15.6%). While the 1993-94 graduate unemployment percentage was the lowest in five years, the 1994-95 graduate unemployment rate resembled the rates of previous years (22.6% in 1989-90; 23.4% in 1990-91; 27.9% in 1991-92; 22.2% in 1992-93).

The employment status of 1994-95 graduate survey respondents by job category is shown in Table 5. Most jobs were full-time and related to the respondents' study at PVCC (56.5%). As has been the case during the last several years, more respondents were employed full-time as nurses than as anything else (16, or 41.0%). Other full-time jobs held by four or more respondents included law enforcement official (4, or 10.3%) and secretary (4, or 10.3%).

Eight respondents (20.5%) checked "OTHER" for job category. Some of the job titles in the "OTHER" category were contract publisher, JOBS case manager, fiscal technician, substitute teacher, biology lab assistant, postal service clerk, patient registration operator, bookkeeper, maintenance supervisor, espresso bar operator, library assistant, electrical engineer, payment clerk, photographer's assistant, and medical transcriptionist.

Fourteen survey respondents (20.0%) indicated they obtained their jobs before attending PVCC, 22 (31.4%) indicated they obtained their jobs while attending PVCC, and 34 (48.6%) indicated they obtained their jobs after graduating from PVCC. Table 6 presents information on when jobs were obtained by PVCC graduate respondents for the graduating classes of 1985-86 through 1994-95.[2]

JOB AND CAREER SATISFACTION

As has been the case with all graduating classes from PVCC, job satisfaction of 1994-95 graduate survey respondents was quite high (see Figure 2). More than 87% of the respondents reported they were either very satisfied (37.5%) or satisfied (50.0%) with their current jobs. Only nine respondents indicated they were not very satisfied (12.5%), and none indicated that they were unsatisfied. Respondents earning certificates were for the most part either very

[2]Table 6 reports "When Jobs Were Obtained" for each degree listed from survey respondents, including those respondents receiving more than one degree.

satisfied (33.3%) or satisfied (66.7%). AA/AS and AAS respondents were grouped largely as very satisfied (33.3%) and satisfied (41.7%). Only 15.3% of AA/AS and AAS respondents were not very satisfied or were unsatisfied.

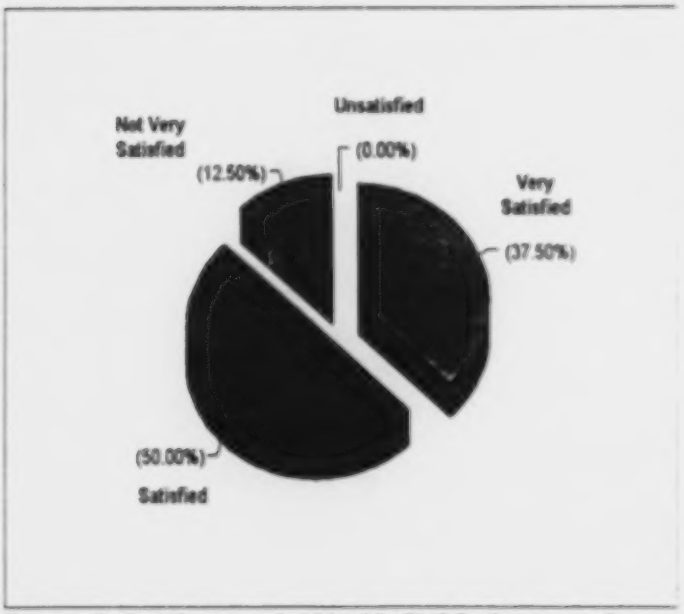

Figure 2 Satisfaction of 1994-95 PVCC Graduate Survey Respondents with Their Current Jobs

More 1994-95 graduate survey respondents indicated they were "very satisfied" with their jobs (37.5%) than did the previous PVCC graduating class (17.5% in 1992-93; 33.7% in 1993-94), while fewer respondents indicated they were "satisfied" (66.3% in 1992-93; 58.7% in 1993-94; 50.0% in 1994-95).

The job satisfaction of 1994-95 survey respondents by job category is presented in Table 8. In all categories, the majority of respondents indicated they were either very satisfied (39.1%) or satisfied (47.8%). In the categories "Child Care Worker," "Computer Programmer," "Construction Worker," "Educator," "Electrician," "Nurse," and "Secretary," respondents indicated that they felt very satisfied or satisfied. No respondents in these categories felt not very satisfied or unsatisfied.

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Closely related to job satisfaction is career stability. Those satisfied with their jobs are likely to continue working within the same career field, while those dissatisfied will probably change not only jobs but careers as well. Among 1994-95 survey respondents, more than half intended to pursue their jobs as long-range careers. As can be seen in Table 9, 61.4% of all respondents indicated they would pursue their current jobs as long-range careers, while 27.1% indicated they would not, and 11.4% were undecided. The percentage of respondents intending to pursue their jobs as long-range careers resembles percentages of graduates prior to 1987-88.

The intention of 1994-95 graduate survey respondents to pursue their current jobs as long-range careers by job category is presented in Table 10. Jobs which most respondents saw as long-range careers include business manager, child care worker, educator, electrician, nurse, and secretary. The jobs which over half of the respondents do not see as a long-range career included sales clerk, computer programmer, and law enforcement official.

PVCC PREPARATION FOR JOBS

The preparation for jobs and careers provided by PVCC was rated quite highly by most of the 1994-95 graduate survey respondents. More than 45% of all respondents indicated that the academic preparation they received at PVCC

was excellent with respect to their current jobs while 48% indicated that the academic preparation was good (see Figure 3). Only 5.5% indicated that the academic preparation was fair, and only 1 respondent indicated it was poor.

The evaluation of academic preparation for employment by academic program by 1994-95 survey respondents is shown in Table 11. For the most part, respondents felt their programs provided excellent or good preparation for their current jobs. However, the number of respondents in most programs was too small for meaningful conclusions about the programs to be drawn.

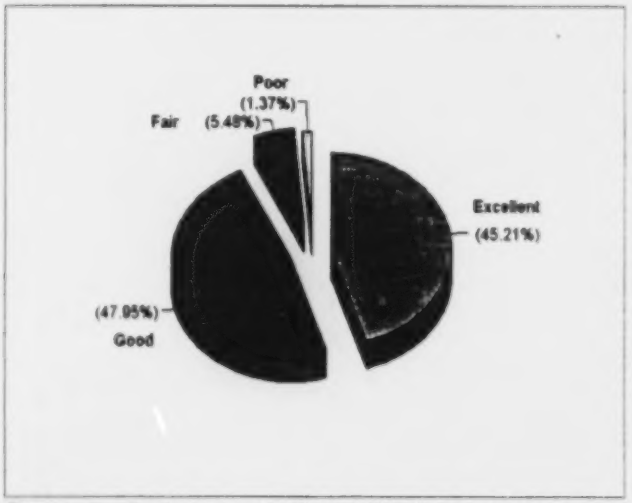

Figure 3 Evaluation of 1994-95 PVCC Graduate Survey Respondents of Their Preparation of a Job

The evaluation of academic preparation for employment by the 1994-95 graduate survey respondents was similar to that of previous graduating classes (see Table 12). Approximately the same percentage of 1994-95 and 1993-94 respondents rated their academic preparation as excellent (45.2% in 1994-95; 46.0% in 1993-94) while a slightly higher percentage of 1994-95 respondents rated it good (47.9% in 1994-95; 41.0% in 1993-94). When the number of excellent and good ratings is combined, the percentage figure for 1994-95 respondents (93.1%) was higher than that for 1993-94 respondents (87.0%).

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One might expect a high correlation between positive evaluations of PVCC academic preparation and full-time, job-related employment status. After all, it seems logical that those who secure jobs for which their education has prepared them are more likely to rate an educational institution higher than those who do not. One might expect an even greater correlation between positive evaluations and high job satisfaction. Logically, one would assume that graduates dissatisfied with their jobs are more likely to be dissatisfied with their academic preparation than those highly satisfied with their jobs.

For the most part, these expectations were true for 1994-95 graduate survey respondents. As can be seen in Table 13, 44.7% of the respondents in full-time jobs *related* to their field of study at PVCC rated their preparation as excellent. Similarly, 50.0% of those in part-time jobs related to their field of study rated their preparation as excellent, while only 30.0% of those in part-time unrelated jobs did so.

With respect to job satisfaction, all respondents very satisfied with their jobs rated their PVCC academic preparation as either excellent or good, and 93.9% of those satisfied with their jobs rated their preparation as excellent or good. Two respondents dissatisfied with their jobs rated academic preparation as either excellent or good.

Another way of gauging the impact of a PVCC education with respect to career preparation is to determine whether PVCC graduates are better prepared academically than other employees within the same jobs and career fields. As

can be seen in Figure 4, the vast majority of 1994-95 graduate survey respondents felt they were better or equally prepared. Less than 5% of the survey respondents felt they were not as well prepared as other employees within the same career fields. More respondents indicated they were as well prepared (50.0%) as opposed to being better prepared (45.6%). Comparisons with other employees by PVCC academic program are presented in Table 14 and by job category in Table 15.

With respect to career assistance, only ten respondents (10.1%) indicated they received direct job assistance from PVCC. Table 16 presents the evaluation by 1994-95 graduate survey respondents of various career assistance services offered by the college. As can be seen, these services were rated quite highly by survey respondents. All categories received excellent or good ratings of more than 66.7% and all categories except for student services had excellent or good ratings of more than 82%. More than 88% percent of the respondents rated the PVCC faculty as excellent or good,

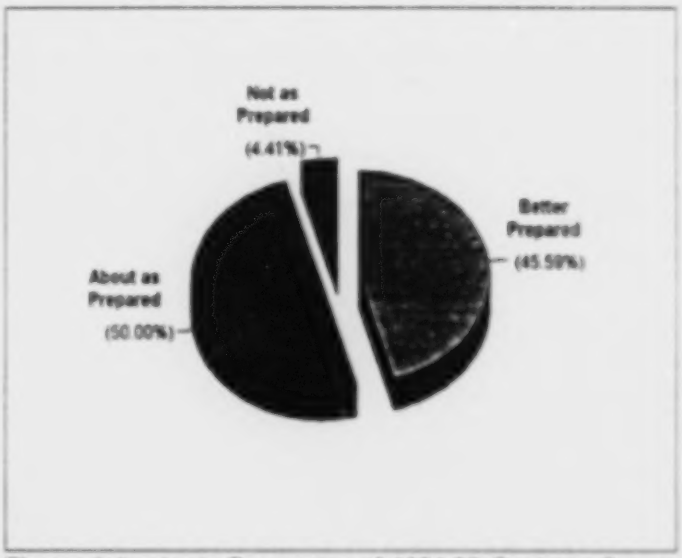

Figure 4 Academic Preparation of 1994-95 Graduate Survey Respondents in Comparison to Other Employees Within the Same Career Fields

while 90.7% of the respondents rated academic programs as excellent or good. Eighty-two percent of the respondents rated co-operative education excellent or good. The "other" services rated by respondents were financial aid, which received one good rating, and building maintenance, which also received one good rating.

SALARIES

The mean, or average, annual salary earned by 1994-95 graduate survey respondents was $18,681, while the median, or midpoint, salary was $19,066. The highest salary reported was $42,000 and the lowest $4,600. As can be seen in Figure 5, more salaries were earned in three of the income brackets ($20,000-$24,999; $25,000-$29,999, and $30,000-$34,999) than in the five other income brackets.

Nine of the 98 respondents reporting salary (9.2%) earned less than $10,000. Twenty-four (24.5%) earned less than $20,000. Twenty-five (25.5%) earned between $20,000 and $30,000 while sixteen (16.3%) earned more than $30,000.

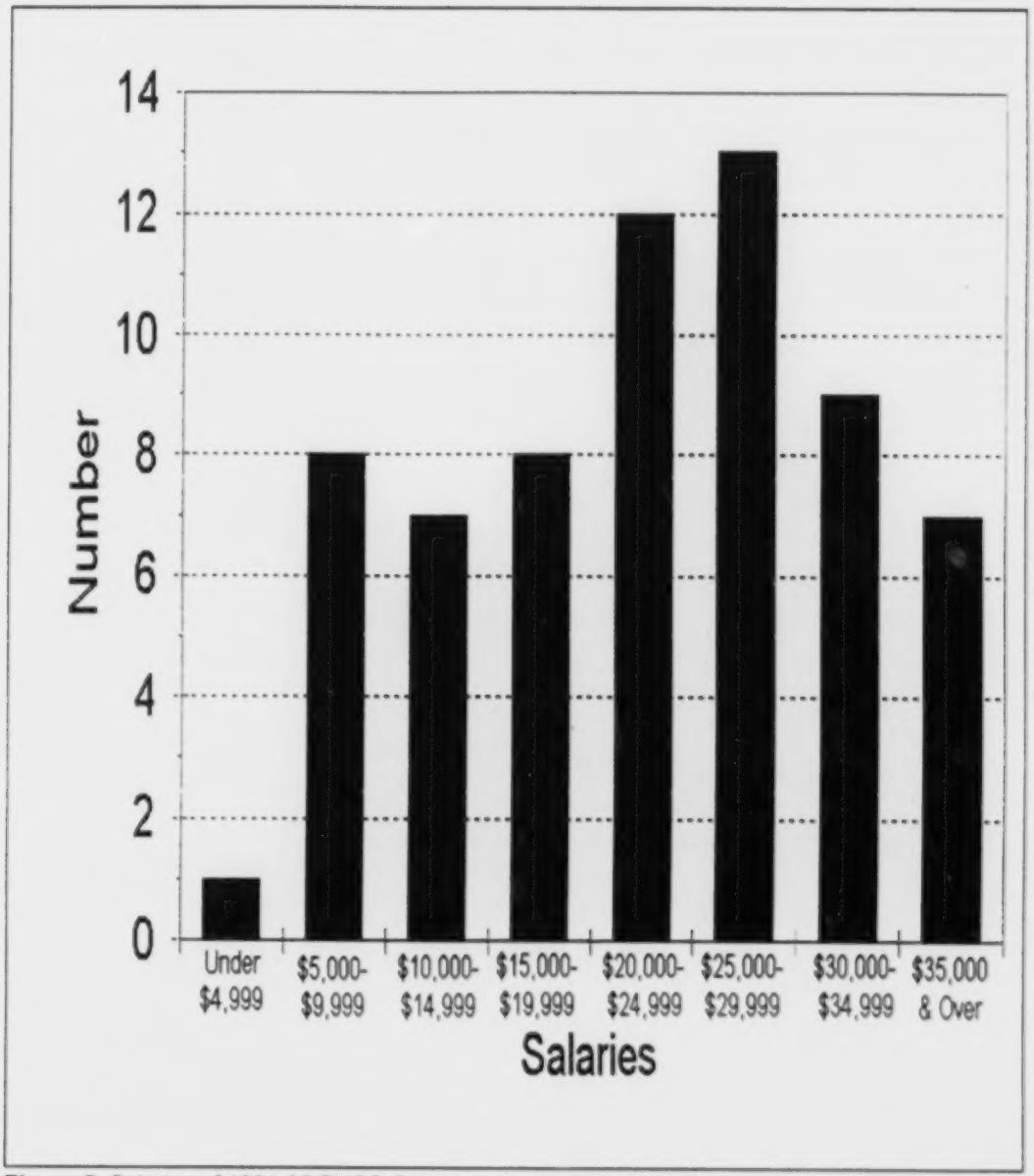

Figure 5 Salaries of 1994-95 PVCC Graduate Survey Respondents

The salaries of the 1994-95 graduate survey respondents by degree and academic program are presented in Table 17. Normally, given the fact that college transfer programs are not designed to provide jobs for graduates, as well as the fact that most college transfer respondents are usually employed in part-time jobs, salaries for those enrolled in occupational/technical programs are generally higher than salaries for those enrolled in college transfer programs. For 1994-95, this held true as the mean salary for AAS survey respondents was $5,079 higher than the mean salary for AS survey respondents.

The mean salary for survey respondents earning the AA degree was $16,352, and the median salary was $14,830; the mean salary for those earning the AS degree was $17,479, and the median salary was $17,297. The mean salary for those earning the AAS degree was $22,576, and the median salary was $28,000; the mean salary for those earning certificates was $18,298, and the median salary was $20,750.

Figure 6 shows the salaries of PVCC AAS graduates of the classes of 1985-86 through 1994-95. AAS graduate survey respondents of the class of 1994-95 earned a mean salary approximately equal to that of their counterparts of the class of 1993-94. Each of the five classes graduating prior to 1992-93, with the exception of 1990-91 (-4.2%), earned a 4% to 5% increase over the class immediately preceding it.

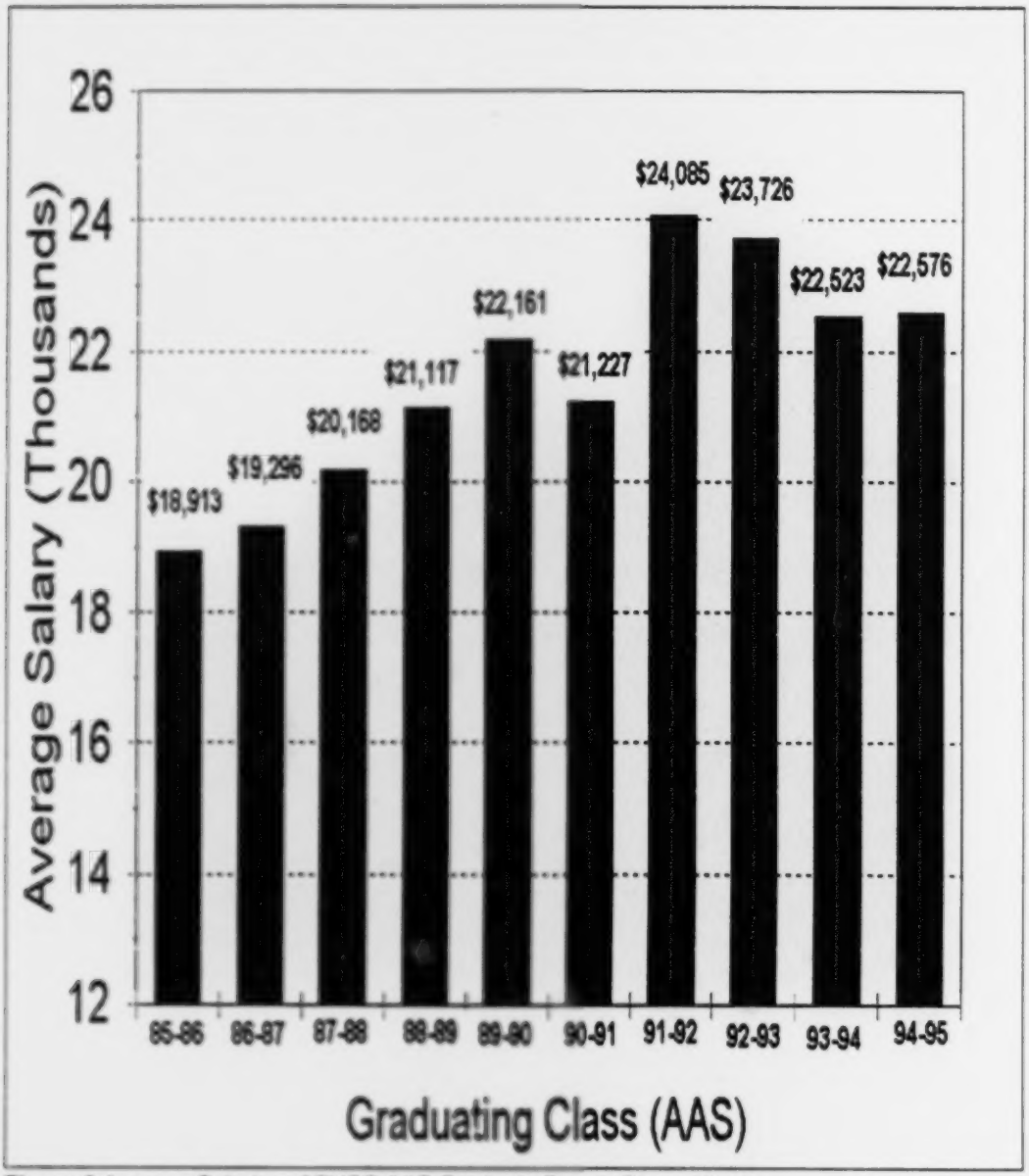

Figure 6 Average Salaries of PVCC AAS Graduate Survey Respondents

Salaries of 1994-95 survey respondents by job category are presented in Table 18. The highest mean salary was earned in the job category of computer programmer ($39,500). The lowest mean and median salaries were earned in the categories educator (mean = $7,700; median = $7,700) and sales clerk (mean = $7,250; median = $7,000). Job categories with mean salaries exceeding $20,000 were business manager ($21,000), child care worker ($25,000), electrician ($26,000), law enforcement official ($26,367), and nurse ($28,606).

As might be expected, salaries earned by graduates employed part-time were lower than those of graduates employed full-time (see Table 19). Those with jobs related to their fields of study at PVCC earned higher salaries than those with unrelated jobs. However, the mean salary for those with full-time, related jobs was approximately $774 lower than the mean salary for those with full-time, unrelated jobs, although the median salary was $2,167 higher. The mean salary for those with part-time, related jobs was over $3,711 more than those in part-time, unrelated jobs; the median salary was $2,910 higher.

A slight relationship between job satisfaction and salary was evident for 1994-95 survey respondents. As can be seen in Table 19, the mean and median salaries for those very satisfied with their jobs were higher than the salaries for those satisfied, and the mean and median salaries for those satisfied were higher than the salaries for those not very satisfied or dissatisfied.

For the most part, male and female graduate survey respondents earned nearly the same salaries (see Table 20). However, the mean salary for all male

respondents was approximately $1,570 higher than those for females, and males employed in full-time jobs earned approximately $1,846 more than females in full-time jobs. The median salary for all females was $695 lower than for males.

Seven African-American respondents reporting salaries earned a lower mean salary than white respondents. The mean salary for the African-American respondents was approximately $1,000 less than the mean salary for white respondents. African-Americans working in full-time positions earned $5,000 less than full-time white respondents. Only two other-race minority respondents reported salaries: one full-time salary ($18,720) and one part-time salary ($16,796).

Generally, as might be expected, older respondents earned higher salaries than younger respondents. The highest mean and median salaries, for all respondents and for full-time employed respondents, were earned within the 25-to-34 age bracket, and the lowest were earned within the 22-to-24 age bracket. The age bracket 35-to-44 had the second highest mean full-time salary, followed by the 45-to-59 age bracket.

TRANSFER TO OTHER EDUCATIONAL INSTITUTIONS

Each year, a number of PVCC graduates, most of whom earn AA or AS degrees, continue their education at four-year colleges and universities. Because of its proximity and excellent academic reputation, the University of

Virginia (UVA) typically enrolls the largest number of PVCC graduates. However, with the advent of the joint adult degree program in 1984-85 between Mary Baldwin College (MBC) and PVCC, an increasingly larger number of graduates transfer each year to MBC. Another institution enrolling large numbers of PVCC graduates each year has been James Madison University (JMU). In fact, more 1994-95 graduate survey respondents enrolled at JMU than at UVA.

Figure 7 shows 1994-95 graduate survey respondents' choices of transfer institutions. Eight respondents transferred to UVA while eleven respondents transferred to JMU. The next most popular institution, after UVA and JMU, was MBC, with 5 respondents, followed by Old Dominion University (3) and Virginia Commonwealth University (3). An additional 6 senior institutions had one respondent in attendance. Note that in previous graduate surveys, UVA was often selected by the largest number of respondents. Typically, the combined number of respondents transferring to JMU and MBC was nearly equal to that transferring to UVA.

The fields of study chosen by graduate survey respondents at the four-year institutions to which they transferred are shown in Figure 8. The most popular majors selected were Psychology (11.1%), English (8.3%), Education (8.3%), and Business Administration (8.3%). Following these were Accounting (5.6%), Finance and Marketing (5.6%), and Nursing (5.6%). Fields of study by PVCC transfers at four-year institutions are presented in Table 21.

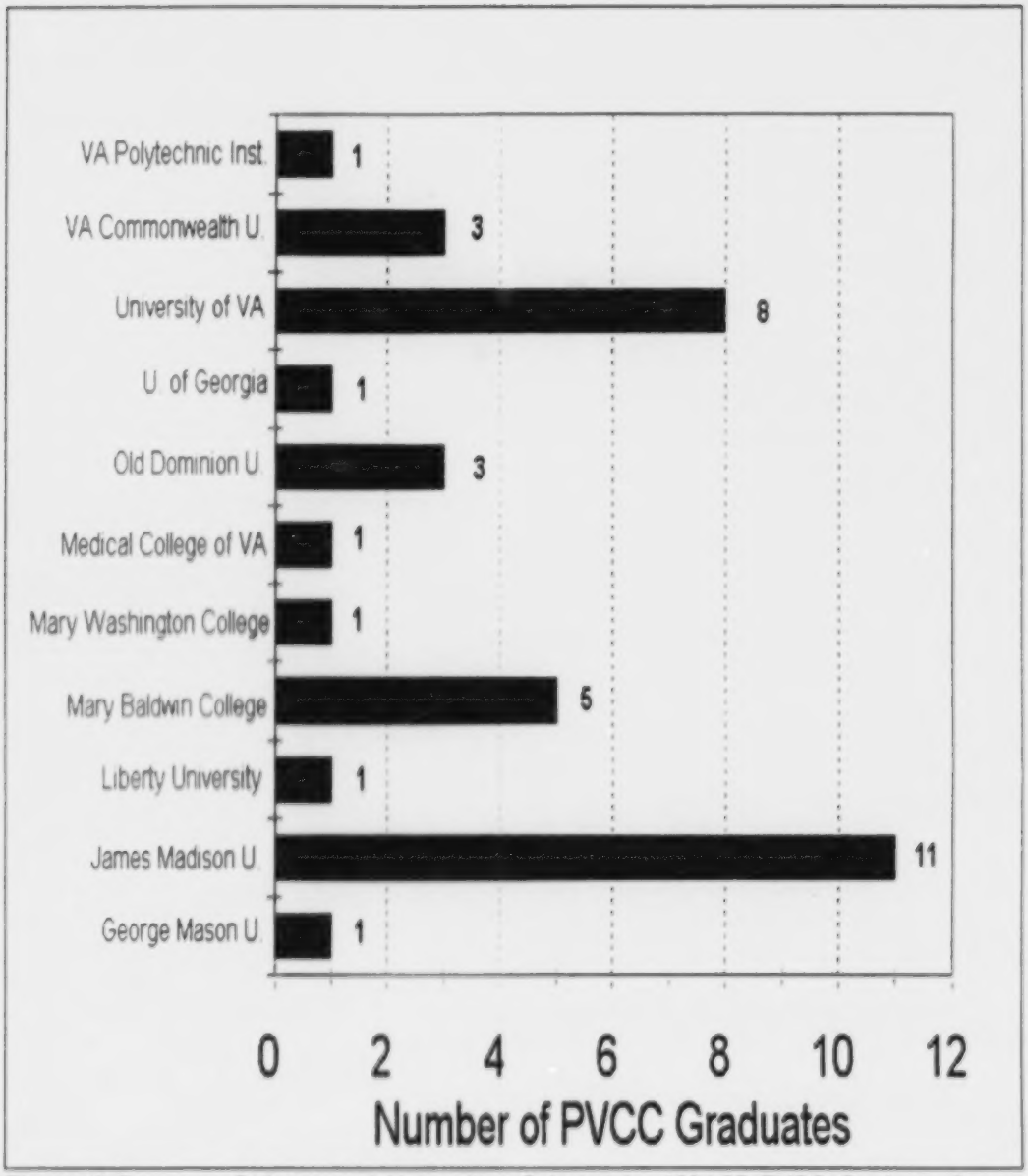

Figure 7 Four-year Colleges and Universities Selected by 1994-95 PVCC Graduate Survey Respondents

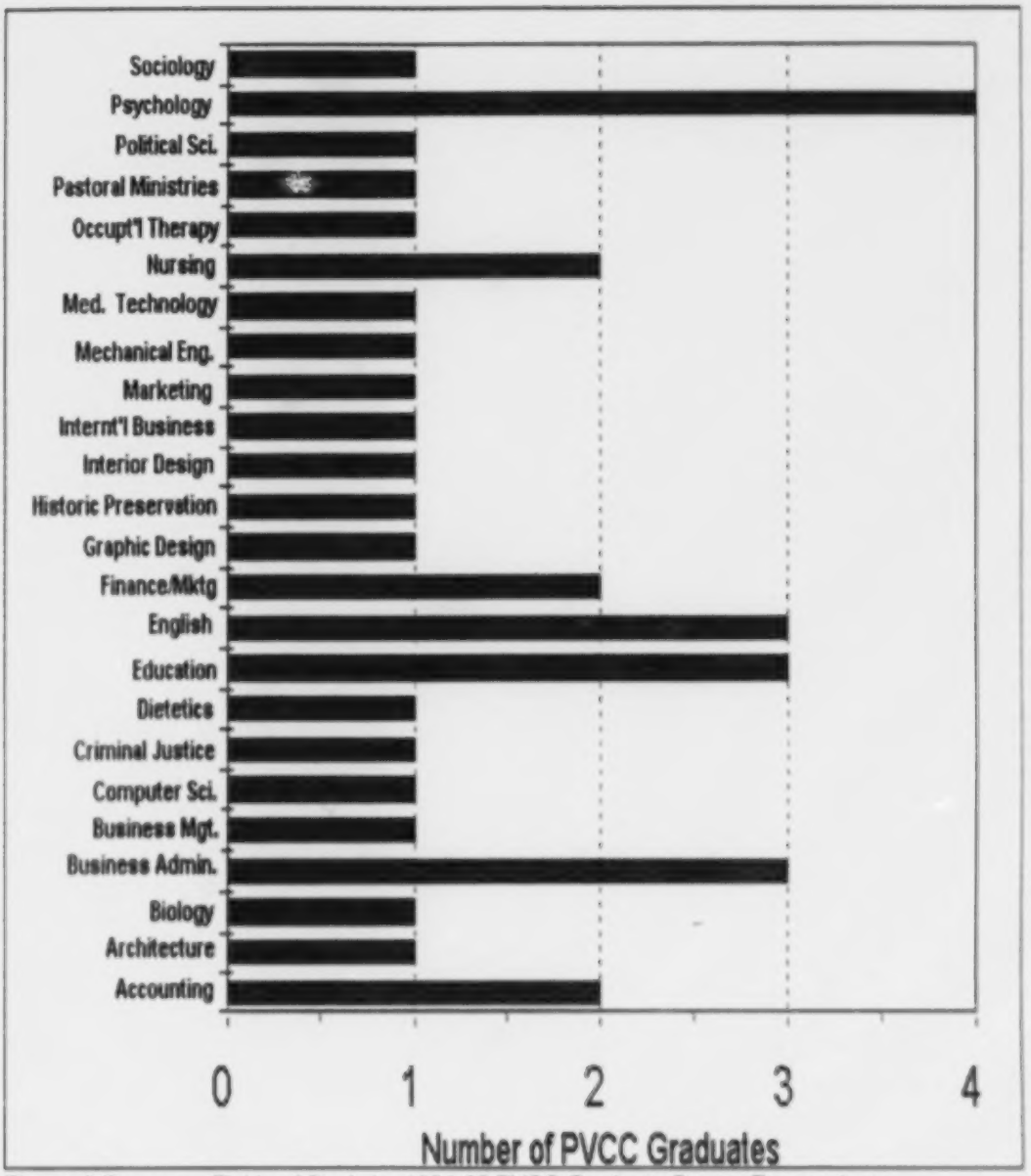

Figure 8 Four-year Fields of Study by 1994-95 PVCC Graduate Survey Respondents

Academically, most survey respondents seemed to be performing quite well at the four-year institutions to which they transferred. The average GPA (grade point average) at the colleges or universities they selected was 3.58. The lowest GPA reported was 2.30 and the highest 4.00. Grade point averages by four-year institutions are presented in Table 22, and grade point averages by four-year fields of study are presented in Table 23.

The respondents with the highest average GPA (4.00) attended four different colleges or universities: Virginia Polytechnic Institute, Old Dominion University, Mary Baldwin College, and Liberty University. Those with the lowest average GPA (2.3) attended James Madison University. At six institutions— LU, MBC, MCV, ODU, VCU, and VPI—PVCC graduate survey respondents had average GPAs over 3.50. In fields of study with more than one respondent, the following average GPAs were reported: Accounting (3.00), Business Administration (3.50), Business Management (3.27), Education (3.70), English (3.75), Nursing (3.85), and Psychology (3.33).

As with past classes, 1994-95 male respondents earned lower grade point averages than female respondents (see Table 24). The mean male GPA was 3.19 and the mean female GPA was 3.52. African-American students had slightly lower GPAs (3.30) than white students (3.43), while three other-race students had average GPAs of 3.00. With respect to age and academic performance, two age groups had the highest GPAs: those between the ages of 25 and 34 and those between the ages of 45 and 59. The average GPA of

respondents between 18 and 21 was 3.34; the average GPA of respondents between 22 and 24 years of age was 3.49; the average GPA of respondents between 25 and 34 was 3.39; the average GPA of respondents between 35 and 44 was 3.25; and the average GPA of the four respondents between 45 and 59 years of age was 3.38.

Academically, as measured by GPA, 1994-95 survey respondents performed exceptionally well. The average GPA for 1994-95 graduate survey respondents was 3.58 while the average GPA of the previous year's survey respondents was slightly lower at 3.10. The average GPAs of years prior to 1991-92 were significantly lower (1991-92—3.07; 1990-91—2.89).

Before discussing how well PVCC prepares graduates for college transfer, it should be noted that not all graduates continuing their education do so at four-year colleges or universities. Some return to community colleges or other educational institutions. Four 1994-95 survey respondents indicated they had continued their education at PVCC. The programs in which the four respondents were enrolled are presented in Table 25.

PVCC PREPARATION FOR COLLEGE TRANSFER

As can be seen in Figure 9, the majority of 1994-95 graduate survey respondents were quite satisfied with how well PVCC prepared them academically for transfer to four-year colleges and universities. PVCC was rated excellent by

45.8% of all respondents, and good by 48.6%. Around 4.2% felt their academic preparation was fair, and 1.4% felt it was poor.

These evaluations are broken down by degree and academic program in Table 26. Over 83% of AA, 88% of AS respondents, 97% of AAS respondents, and 100% of certificate respondents rated academic preparation for college transfer as either excellent or good.

Evaluations of academic preparation for college transfer are presented by four-year institution in Table 27 and by four-year field of study in Table 28. With only a few exceptions, all respondents rated their academic preparation as *either* excellent or good. The institution at which two respondents rated their PVCC preparation as either fair or poor was James Madison University. However, three other respondents attending JMU rated their PVCC preparation as good.

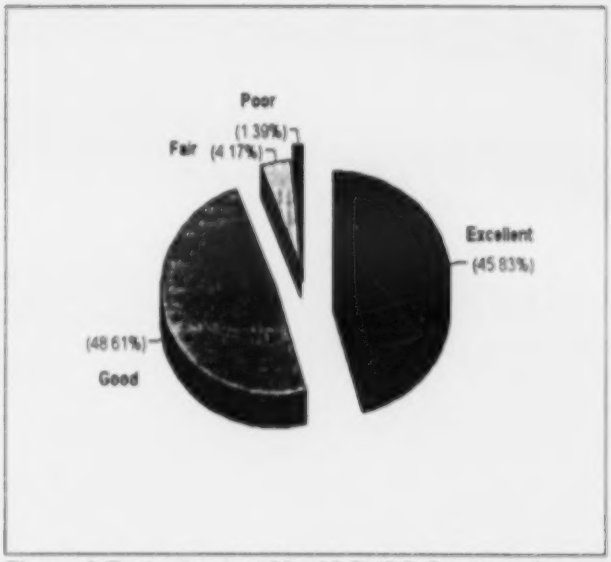

Figure 9 Evaluation by 1994-95 PVCC Graduate Survey Respondents of Their Preparation for College Transfer

Four-year academic programs in which half or more of the respondents rated their PVCC academic preparation as excellent were Accounting (n=1, 50.0%), Architecture (n=1, 100%), Business Administration (n=1, 50.0%), Education (n=2, 100%), English (n=1, 100%), Historic Preservation (n=1, 100%),

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and Nursing (n=3, 100%). In two programs, Graphic Design and Management, the single graduate responding rated his or her preparation as fair. However, for most programs the number of respondents was too small for meaningful conclusions to be drawn.

As can be seen in Table 29, graduate survey respondents have been quite pleased with the academic preparation they received from PVCC. Few have rated their preparation as either poor or fair. Less than 7% of the 1994-95 respondents rated their preparation as fair or poor.

Most 1994-95 graduate survey respondents believed they were either better prepared or equally prepared academically in comparison to students who began their college study as freshmen at the four-year institutions to which the respondents transferred (see Figure 10). Fifty-eight percent felt they were about as well prepared, while 25.8% felt they were better prepared. Only 16.1% felt they were not as well prepared.

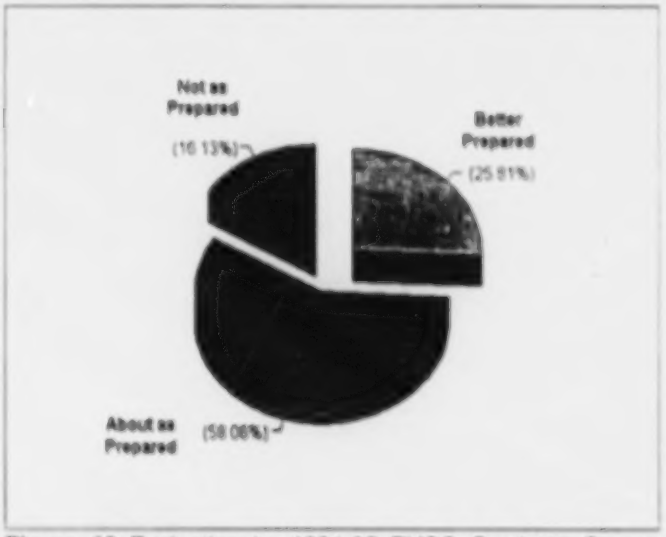

Figure 10 Evaluation by 1994-95 PVCC Graduate Survey Respondents of Their Academic Preparation in Comparison to Students Starting at the Transfer Institutions

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These evaluations are broken down by PVCC degree and academic program in Table 30. Only 25.0% of the AA graduate respondents felt they were better prepared, while the 62.5% felt they were equally prepared. Nearly one-third (31.3%) of the AS graduate respondents felt better prepared while 62.5% felt equally prepared. Sixteen percent of AAS graduates felt better prepared than "native" students, and of the remainder, 50.0% felt about as well prepared and 33.3% felt not as prepared. The one certificate graduate responding to this item felt not as prepared as "native" students.

The PVCC programs with more than one respondent in which one-half or more of the respondents believed they were as well prepared as "native" students were Liberal Arts (n=4, 57.1%), Business Administration (n=4, 50.0%), Education (n=2, 100%), General Studies (n=2, 66.7%), and Science (n=2, 66.7%).

These evaluations are presented by four-year institution in Table 31 and by four-year field of study in Table 32. Senior institutions (with more than one PVCC respondent) in which one-half or more of the respondents felt better prepared than or about as well prepared as "native" students were James Madison University (n=6, 90.0%), Mary Baldwin College (n=4, 100%), Old Dominion University (n=3, 100%), and the University of Virginia (n=5, 83.4%).

Four-year fields of study in which one-half or more of the respondents felt better prepared academically than students beginning as freshmen were Accounting (n=1, 100%), Architecture (n=1, 100%), and Business Management

(n=1, 50.0%). Fields of study in which one-half or more of the respondents felt less prepared than "native" students were Computer Science (n=1, 100%), Dietetics (n=1, 100%), English (n=1, 50.0%), Historic Preservation (n=1, 100%), Occupational Therapy (n=1, 100%), Politcal Science (n=1, 100%), and Psychology (n=1, 100%).

As can be seen in Table 33, the percentage of 1994-95 AA/AS graduate survey respondents who felt equally prepared to "native" students resembled the percentage of survey respondents from previous year. The percentage of AA/AS graduate survey respondents who felt better prepared, however, was the lowest in more than ten years.

In comparing the quality of instruction between PVCC and the four-year institutions to which they transferred, more than half of the survey respondents (60.0%) felt the quality was the same at both institutions (see Table 34). Approximately one-fifth (20.0%) felt PVCC offered better quality instruction, and one-fifth (20.0%) felt the four-year college or university offered poorer quality instruction. The 1994-95 respondents' ratings of quality of instruction were very similar to those of previous graduating classes (see Table 35).

With respect to the strictness of grading practices, 50.0% of the respondents felt that PVCC had the same grading practices as the four-year schools to which the respondents transferred (see Table 36). Less than one-half (43.3%) felt that PVCC had less strict grading practices, and the remainder (6.7%) felt that PVCC had stricter grading practices. As can be seen in Table 37, these

evaluations were different from those of previous PVCC graduating classes. The percentage of students rating PVCC stricter or as strict in grading practices (56.7%) is the lowest in four years.

With respect to student competitiveness, more than 53% of the graduate survey respondents thought PVCC was less competitive than the four-year schools to which they transferred, while two-fifths (40.0%) thought both schools were equally competitive (see Table 38). Only two respondents (6.7%) believed that PVCC was more competitive. A larger percentage of previous graduate survey respondents have usually believed that PVCC was less competitive, and a similar percentage have believed that both institutions were the same (See Table 39).

While survey respondents generally have believed that students are less competitive at PVCC than at four-year colleges or universities, they also have felt that PVCC faculty and staff are friendlier or as friendly as the faculty and staff at their four-year schools. As can be seen in Table 40, 41.9% of the 1994-95 graduate survey respondents felt PVCC faculty and staff were friendlier, and the remainder, for the most part, felt that faculty and staff friendliness was the same at PVCC as at the four-year schools to which they transferred (51.6%). Only two respondents (6.5%) felt that four-year faculty and staff were friendlier. At least half of the respondents at six institutions—George Mason University (n=1, 100%), James Madison University (n=5, 50.0%), Mary Baldwin College (n=2, 50.0%), Medical College of Virginia (n=1, 100%), Old Dominion University (n=1,

100%), and Virginia Commonwealth University (n=1, 100%)—felt PVCC faculty and staff were friendlier. Only one respondent at James Madison University (10.0%) and one respondent at Liberty University (100%) felt that PVCC faculty and staff were less friendly. At the remaining schools, the majority felt both colleges were the same with respect to faculty and staff friendliness.

Table 41 presents the evaluation of faculty and staff friendliness by AA/AS respondents of the previous eight graduating classes at PVCC. As can be seen, the percentage of 1994-95 respondents feeling that PVCC faculty and staff are friendlier was approximately 6.6% lower than that of the previous graduating class.

More than fifty percent of the 1994-95 survey respondents felt more individual attention to students is paid at PVCC than at the four-year colleges or universities to which they transferred. Approximately one-third of the respondents felt that individual attention is the same at both institutions, and 16.1% felt that less attention is paid to students at PVCC (see Table 42). Respondents transferring to six senior institutions felt PVCC paid more attention to students: James Madison University (n=6, 54.5%), Mary Baldwin College (n=2, 50.0%), Medical College of Virginia (n=1, 100%), Old Dominion University (n=2, 100%), Virginia Commonwealth University (n=1, 100%), and Virginia Tech (n=1, 100%).

As was the case with respect to faculty and staff friendliness, the evaluation by 1994-95 AA and AS graduate survey respondents of individual

student attention was very similar to that of previous graduating classes. As can be seen in Table 43, despite the fact that the number of respondents was slightly lower than usual, the percentage of 1994-95 respondents believing PVCC shows more attention to students was nearly the same as the percentages in previous surveys.

Most 1994-95 graduate survey respondents believed that the college transfer services offered by PVCC were helpful. Table 44 presents graduate evaluations of college transfer services offered by student services, academic programs, faculty, and co-operative education. Respondents were also provided the opportunity to list other college transfer services. The majority of respondents rated services provided by faculty and academic programs as excellent. Only co-operative education did not receive an excellent rating.

CONCLUSIONS

Major findings of this study included:

1. Most 1994-95 PVCC graduate survey respondents seeking employment found meaningful and satisfying jobs. Over 40% of the respondents were employed in full-time jobs related to their fields of study at PVCC. Most were either very satisfied (37.5%) or satisfied (50.0%) with their current jobs, and more than 61% of the respondents planned to pursue these jobs as long-range careers.

2. Jobs held by the largest percentage of survey respondents included nurse (41.0%), secretary (10.3%), and law enforcement official (10.3%). More than twenty percent of the survey respondents held jobs in the "Other" category.

3. The mean, or average, annual salary earned by 1994-95 AAS graduate survey respondents was $22,576, and the median, or midpoint, salary was $28,000. The mean and median salaries for females were lower than those for males, and minority respondents reported lower mean and median salaries than white respondents. Generally, older respondents earned more than younger respondents.

4. More than 93% of the survey respondents believed that PVCC provided excellent (45.2%) or good (47.9%) academic preparation for jobs. Four respondents (5.5%) believed PVCC provided fair academic preparation, and only one (1.4%) believed it provided poor preparation.

5. Almost all survey respondents felt they were academically better prepared (45.6%) or equally prepared (50.0%) in comparison to other employees within the same career fields. Only 4.4% felt they were not as well prepared.

6. Nearly 67% of all 1994-95 PVCC graduate survey respondents continuing their education at four-year colleges or universities transferred to either the University of Virginia, James Madison University, or Mary Baldwin College. Other institutions with more than one respondent were Old Dominion University and Virginia Commonwealth University. The most popular fields of study at four-year institutions were Psychology, Business Administration, Education, and English.

7. Most 1994-95 PVCC graduate survey respondents attending four-year colleges or universities were full-time students in good academic standing. The average GPA (grade point average) at the colleges or universities they selected was 3.58. The lowest GPA reported was 2.30 and the highest was 4.00.

8. The vast majority of survey respondents transferring to four-year colleges or universities believed that PVCC provided excellent (45.8%) or good (48.6%) academic preparation for transfer. Only one respondent felt that PVCC provided poor preparation. Most respondents also believed they were equally prepared (58.1%) or better prepared (25.8%) for transfer in comparison to students who started as freshmen at the four-year schools to which the survey respondents transferred.

9. In comparing PVCC with the four-year schools to which they transferred, more than 60% of PVCC graduate survey respondents believed that the quality of instruction was the same at both institutions and that the grading practices were similar at both schools. Forty percent of respondents felt that PVCC students tend to be equally competitive with students at four-year schools. Forty-two percent of the respondents believed that PVCC faculty and staff are friendlier than four-year college faculty and staff, and more than 51% felt that more individual attention is shown students at PVCC than at four-year institutions.

The PVCC learning experience means many things to its many different students. This was eloquently stated by one of the 1994-95 graduate survey respondents who wrote the following in the comment section of the survey:

Piedmont was a wonderful experience for me. I graduated with honors from the Accounting program and I couldn't have been better prepared. The Accounting staff [is] the best I've seen around. [Respondent's four-year institution] is a good school but I can't say that [its instruction is] better than the instruction I received at PVCC. PVCC is a good beginning for any college student.

TABLES

Table 1
Number of 1994-95 Graduates by Demographic Characteristics

CATEGORY		All Graduates	Survey Respondents	Return Pct.
SEX	Male	81	34	42.0%
	Female	160	65	40.6%
RACE	African-American	27	9	33.3%
	Asian	8	3	37.5%
	Hispanic	2	2	100.0%
	White	201	84	41.8%
	Other	3	1	33.3%
AGE	Under 18	1	1	100.0%
	18-21	28	15	53.6%
	22-24	43	7	16.3%
	25-34	80	35	43.8%
	35-44	56	27	48.2%
	45-59	33	14	42.4%
	60 & Over	0	0	--
RESIDENCE				
	Albemarle	92	37	40.2%
	Buckingham	7	5	71.4%
	Fluvanna	17	8	47.1%
	Greene	11	4	36.4%
	Louisa	11	4	36.4%
	Nelson	9	6	66.7%
	Charlottesville	66	25	37.9%
	Total-in-district	213	89	41.8%
	Out-of-District	26	10	38.5%
	Out-of-State	1	0	0.0%
	TOTAL	240	99	41.3%

Source: Survey respondent data -- graduate surveys.
graduate data -- VCCS SIS database.

Table 2
Number of 1994-95 PVCC Graduate Awards by Program and Degree

PROGRAM	All Graduates	Survey Respondents	Return Pct.
Fine Arts	3	1	33.3%
Liberal Arts	26	11	42.3%
A.A. Degree	29	12	41.4%
Business Administration	34	15	44.1%
Education	12	2	16.7%
General Studies	23	10	43.5%
Science	11	6	54.5%
A.S. Degree	80	33	41.3%
Accounting	6	2	33.3%
Computer Information Systems	11	2	18.2%
Draft & Design	2	1	50.0%
Electronics	8	0	0.0%
Management	9	4	44.4%
Marketing	1	1	100.0%
Nursing	53	23	43.4%
Office Systems Tech.	7	4	57.1%
Police Science	13	6	46.2%
A.A.S. Degree	108	43	39.8%
Auto Mechanics	0	0	--
Career Studies	18	8	44.4%
Clerical Studies	5	2	40.0%
Law Enforcement	1	1	100.0%
CERTIFICATE	24	11	45.8%
TOTAL	241	99	41.1%

Source: Survey respondent data -- graduate surveys; graduate data -- VCCS SIS database.

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Table 3
Employment Status of 1994-95 Graduate Survey Respondents by Degree and Program

	Employed Full-time				Employed Part-time				Unemployed			
	Related		Unrelated		Related		Unrelated		Seeking		Not Seeking	
PROGRAM	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Fine Arts	0	0.0%	0	0.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Liberal Arts	1	9.1%	3	27.3%	0	0.0%	2	18.2%	0	0.0%	5	45.5%
A.A. DEGREE	1	8.3%	3	25.0%	0	0.0%	3	25.0%	0	0.0%	5	41.7%
Business Admin.	1	6.7%	0	0.0%	2	13.3%	4	26.7%	3	20.0%	5	33.3%
Education	0	0.0%	0	0.0%	1	50.0%	1	50.0%	0	0.0%	0	0.0%
General Studies	0	0.0%	2	22.2%	1	11.1%	3	33.3%	2	22.2%	1	11.1%
Science	2	33.3%	1	16.7%	0	0.0%	0	0.0%	0	0.0%	3	50.0%
A.S. DEGREE	3	9.4%	3	9.4%	4	12.5%	8	25.0%	5	15.6%	9	28.1%
Accounting	0	0.0%	1	50.0%	1	50.0%	0	0.0%	0	0.0%	0	0.0%
Computer Info. Sys.	1	50.0%	0	0.0%	1	50.0%	0	0.0%	0	0.0%	0	0.0%
Management	2	66.7%	1	33.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Marketing	1	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Nursing	17	73.9%	0	0.0%	5	21.7%	0	0.0%	1	4.3%	0	0.0%
Office Sys. Tech.	2	50.0%	0	0.0%	2	50.0%	0	0.0%	0	0.0%	0	0.0%
Police Science	5	83.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	16.7%
A.A.S. DEGREE	28	68.3%	2	4.9%	9	22.0%	0	0.0%	1	2.4%	1	2.4%
Career Studies	6	75.0%	0	0.0%	0	0.0%	1	12.5%	0	0.0%	1	12.5%
Clerical Studies	1	50.0%	0	0.0%	0	0.0%	0	0.0%	1	50.0%	0	0.0%
Law Enforcement	0	0.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%	0	0.0%
CERTIFICATE	7	63.6%	0	0.0%	1	9.1%	1	9.1%	1	9.1%	1	9.1%
TOTAL	39	40.6%	8	8.3%	14	14.6%	12	12.5%	7	7.3%	16	16.7%

Note. Percentage figures are by row (program)

Table 4
Employment Status of Graduate Survey Respondents by Degree

YEAR	DEGREE	Employed Full-time Related No.	Pct.	Unrelated No.	Pct.	Employed Part-time Related No.	Pct.	Unrelated No.	Pct.	Unemployed Seeking No.	Pct.	Not Seeking No.	Pct.
1985-86	AA/AS	4	10.0%	9	22.5%	4	10.0%	4	10.0%	6	15.0%	13	32.5%
	AAS	55	77.5%	5	7.0%	2	2.8%	2	2.8%	2	2.8%	5	7.0%
	Certificate	23	85.2%	2	7.4%	2	7.4%	0	0.0%	0	0.0%	0	0.0%
	TOTAL	82	59.4%	16	11.6%	8	5.8%	6	4.3%	8	5.8%	18	13.0%
1986-87	AA/AS	12	24.0%	6	12.0%	6	12.0%	7	14.0%	4	8.0%	15	30.0%
	AAS	51	85.0%	1	1.7%	2	3.3%	2	3.3%	2	3.3%	2	3.3%
	Certificate	19	73.1%	4	15.4%	2	7.7%	0	0.0%	1	3.8%	0	0.0%
	TOTAL	82	60.3%	11	8.1%	10	7.4%	9	6.6%	7	5.1%	17	12.5%
1987-88	AA/AS	12	22.6%	12	22.6%	5	9.4%	8	15.1%	0	0.0%	16	30.2%
	AAS	40	74.1%	9	16.7%	4	7.4%	1	1.9%	0	0.0%	0	0.0%
	Certificate	15	68.2%	1	4.5%	4	18.2%	1	4.5%	0	0.0%	1	4.5%
	TOTAL	67	51.9%	22	17.1%	13	10.1%	10	7.8%	0	0.0%	17	13.2%
1988-89	AA/AS	17	20.2%	11	13.1%	11	13.1%	12	14.3%	8	9.5%	25	29.8%
	AAS	37	69.8%	6	11.3%	6	11.3%	2	3.8%	1	1.9%	1	1.9%
	Certificate	21	77.8%	1	3.7%	2	7.4%	1	3.7%	1	3.7%	1	3.7%
	TOTAL	75	45.7%	18	11.0%	19	11.6%	15	9.1%	10	6.1%	27	16.5%
1989-90	AA/AS	9	17.3%	10	19.2%	4	7.7%	7	13.5%	1	1.9%	21	40.4%
	AAS	33	68.8%	6	12.5%	3	6.3%	4	8.3%	0	0.0%	2	4.2%
	Certificate	4	66.7%	0	0.0%	1	16.7%	1	16.7%	0	0.0%	0	0.0%
	TOTAL	46	43.4%	16	15.1%	8	7.5%	12	11.3%	1	0.9%	23	21.7%
1990-91	AA/AS	7	10.3%	12	17.6%	5	7.4%	17	25.0%	1	1.5%	26	38.2%
	AAS	35	71.4%	6	12.2%	5	10.2%	1	2.0%	1	2.0%	1	2.0%
	Certificate	3	42.9%	3	42.9%	0	0.0%	1	14.3%	0	0.0%	0	0.0%
	TOTAL	45	36.3%	21	16.9%	10	8.1%	19	15.3%	2	1.6%	27	21.8%
1991-92	AA/AS	7	14.0%	6	12.0%	3	6.0%	6	12.0%	4	8.0%	24	48.0%
	AAS	34	77.3%	4	9.1%	3	6.8%	3	6.8%	0	0.0%	0	0.0%
	Certificate	8	47.1%	5	29.4%	0	0.0%	1	5.9%	1	5.9%	2	11.8%
	TOTAL	49	44.1%	15	13.5%	6	5.4%	10	9.0%	5	4.5%	26	23.4%
1992-93	AA/AS	5	9.3%	13	24.1%	6	11.1%	7	13.0%	4	7.4%	19	35.2%
	AAS	30	63.8%	3	6.4%	8	17.0%	3	6.4%	2	4.3%	1	2.1%
	Certificate	12	75.0%	1	6.3%	2	12.5%	1	6.3%	0	0.0%	0	0.0%
	TOTAL	47	40.2%	17	14.5%	16	13.7%	11	9.4%	6	5.1%	20	17.1%
1993-94	AA/AS	15	30.6%	2	4.1%	10	20.4%	7	14.3%	6	12.2%	9	18.4%
	AAS	31	66.0%	2	4.3%	12	25.5%	1	2.1%	0	0.0%	1	2.1%
	Certificate	9	69.2%	1	7.7%	1	7.7%	1	7.7%	1	7.7%	0	0.0%
	TOTAL	55	50.5%	5	4.6%	23	21.1%	9	8.3%	7	6.4%	10	9.2%
1994-95	AA/AS	4	9.1%	6	13.6%	4	9.1%	11	25.0%	5	11.4%	14	31.8%
	AAS	28	68.3%	2	4.9%	9	22.0%	0	0.0%	1	2.4%	1	2.4%
	Certificate	7	63.6%	0	0.0%	1	9.1%	1	9.1%	1	9.1%	1	9.1%
	TOTAL	39	40.6%	8	8.3%	14	14.6%	12	12.5%	7	7.3%	16	16.7%

Note: Percentage figures are by row (award).

Table 5
Employment Status of 1994-95 Graduate Survey Respondents by Job Category

JOB CATEGORY	Employed Full-time				Employed Part-time			
	Related		Unrelated		Related		Unrelated	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Business Manager	3	75.0%	0	0.0%	1	25.0%	0	0.0%
Child Care Worker	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Computer Programmer	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Construction Worker	0	0.0%	0	0.0%	0	0.0%	1	100.0%
Educator	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Electrician	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Law Enforcement Official	4	100.0%	0	0.0%	0	0.0%	0	0.0%
Nurse	16	76.2%	0	0.0%	5	23.8%	0	0.0%
Sales Clerk	0	0.0%	0	0.0%	1	25.0%	3	75.0%
Secretary	4	66.7%	0	0.0%	2	33.3%	0	0.0%
Other	8	32.0%	5	20.0%	5	20.0%	7	28.0%
TOTAL	39	56.5%	5	7.2%	14	20.3%	11	15.9%

Note: Percentage figures are by row (job category).

Table 6
Period When Jobs Were Obtained by Graduate Survey Respondents

YEAR	DEGREE	Before PVCC No.	Before PVCC Pct.	During PVCC No.	During PVCC Pct.	After PVCC No.	After PVCC Pct.
1985-86	AA/AS	10	45.5%	5	22.7%	7	31.8%
	AAS	9	13.4%	26	38.8%	32	47.8%
	Certificate	17	58.6%	6	20.7%	6	20.7%
	TOTAL	36	30.5%	37	31.4%	45	38.1%
1986-87	AA/A	4	13.3%	12	40.0%	14	46.7%
	AAS	7	12.1%	24	41.4%	27	46.6%
	Certificate	17	60.7%	9	32.1%	2	7.1%
	TOTAL	28	24.1%	45	38.8%	43	37.1%
1987-88	AA/AS	17	45.9%	12	32.4%	8	21.6%
	AAS	10	18.9%	17	32.1%	26	49.1%
	Certificate	12	63.2%	3	15.8%	4	21.1%
	TOTAL	39	35.8%	32	29.4%	38	34.9%
1988-89	AA/AS	10	38.5%	6	23.1%	10	38.5%
	AAS	11	23.4%	17	36.2%	19	40.4%
	Certificate	10	47.6%	5	23.8%	6	28.6%
	TOTAL	31	33.0%	28	29.8%	35	37.2%
1989-90	AA/AS	10	33.3%	12	40.0%	8	26.7%
	AAS	7	14.9%	23	48.9%	17	36.2%
	Certificate	1	25.0%	2	50.0%	1	25.0%
	TOTAL	18	22.2%	37	45.7%	26	32.1%
1990-91	AA/AS	15	37.5%	12	30.0%	13	32.5%
	AAS	6	12.8%	24	51.1%	17	36.2%
	Certificate	3	42.9%	3	42.9%	1	14.3%
	TOTAL	24	25.5%	39	41.5%	31	33.0%
1991-92	AA/AS	7	33.3%	9	42.9%	5	23.8%
	AAS	7	15.9%	17	38.6%	20	45.5%
	Certificate	7	50.0%	2	14.3%	5	35.7%
	TOTAL	21	26.6%	28	35.4%	30	38.0%
1992-93	AA/AS	8	25.8%	9	29.0%	14	45.2%
	AAS	7	16.3%	16	37.2%	20	46.5%
	Certificate	7	50.0%	3	21.4%	4	28.6%
	TOTAL	22	25.0%	28	31.8%	38	43.2%
1993-94	AA/AS	6	16.2%	19	51.4%	12	32.4%
	AAS	10	20.8%	11	22.9%	27	56.3%
	Certificate	6	50.0%	4	33.3%	2	16.7%
	TOTAL	22	22.7%	34	35.1%	41	42.3%
1994-95	AA/AS	8	32.0%	9	36.0%	8	32.0%
	AAS	4	10.8%	12	32.4%	21	56.8%
	Certificate	2	25.0%	1	12.5%	5	62.5%
	TOTAL	14	20.0%	22	31.4%	34	48.6%

Note: Percentage figures are by row (award).

Table 7
Satisfaction of Graduate Survey Respondents with Their Current Jobs

YEAR	DEGREE	Very Satisfied		Satisfied		Not Very Satisfied		Unsatisfied	
		No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
1985-1986	AA/AS	4	19.0%	14	66.7%	2	9.5%	1	4.8%
	AAS	12	18.8%	47	73.4%	5	7.8%	0	0.0%
	Certificate	11	40.7%	14	51.9%	1	3.7%	1	3.7%
	TOTAL	27	24.1%	75	67.0%	8	7.1%	2	1.8%
1986-1987	AA/AS	7	24.1%	13	44.8%	7	24.1%	2	6.9%
	AAS	20	35.1%	29	50.9%	7	12.3%	1	1.8%
	Certificate	4	14.8%	22	81.5%	0	0.0%	1	3.7%
	TOTAL	31	27.4%	64	56.6%	14	12.4%	4	3.5%
1987-1988	AA/AS	8	22.2%	20	55.6%	6	16.7%	2	5.6%
	AAS	19	35.2%	30	55.6%	4	7.4%	1	1.9%
	Certificate	9	42.9%	11	52.4%	1	4.8%	0	0.0%
	TOTAL	36	32.4%	61	55.0%	11	9.9%	3	2.7%
1988-1989	AA/AS	7	28.0%	14	56.0%	4	16.0%	0	0.0%
	AAS	11	23.9%	32	69.6%	3	6.5%	0	0.0%
	Certificate	7	33.3%	12	57.1%	2	9.5%	0	0.0%
	TOTAL	25	27.2%	58	63.0%	9	9.8%	0	0.0%
1989-1990	AA/AS	8	26.7%	17	56.7%	5	16.7%	0	0.0%
	AAS	15	31.9%	32	68.1%	0	0.0%	0	0.0%
	Certificate	1	25.0%	2	50.0%	1	25.0%	0	0.0%
	TOTAL	24	29.6%	51	63.0%	6	7.4%	0	0.0%
1990-1991	AA/AS	11	27.5%	23	57.5%	6	15.0%	0	0.0%
	AAS	13	28.3%	28	60.9%	5	10.9%	0	0.0%
	Certificate	3	42.9%	2	28.6%	2	28.6%	0	0.0%
	TOTAL	27	29.0%	53	57.0%	13	14.0%	0	0.0%
1991-1992	AA/AS	7	33.3%	12	57.1%	2	9.5%	0	0.0%
	AAS	16	37.2%	23	53.5%	4	9.3%	0	0.0%
	Certificate	5	35.7%	5	35.7%	3	21.4%	1	7.1%
	TOTAL	28	35.9%	40	51.3%	9	11.5%	1	1.3%
1992-1993	AA/AS	2	6.9%	19	65.5%	7	24.1%	1	3.4%
	AAS	9	23.7%	26	68.4%	2	5.3%	1	2.6%
	Certificate	3	23.1%	8	61.5%	1	7.7%	1	7.7%
	TOTAL	14	17.5%	53	66.3%	10	12.5%	3	3.8%
1993-94	AA/AS	11	31.4%	18	51.4%	5	14.3%	1	2.9%
	AAS	17	34.7%	28	57.1%	1	2.0%	3	6.1%
	Certificate	3	21.4%	8	57.1%	1	7.1%	2	14.3%
	TOTAL	31	33.7%	54	58.7%	7	7.6%	0	0.0%
1994-95	AA/AS	5	20.8%	13	54.2%	5	20.8%	1	4.2%
	AAS	19	46.3%	17	41.5%	4	9.8%	1	2.4%
	Certificate	3	33.3%	6	66.7%	0	0.0%	0	0.0%
	TOTAL	27	37.5%	36	50.0%	9	12.5%	0	0.0%

Note: Percentage figures are by row (award).

Table 8
Job Satisfaction of 1994-95 Graduate Survey Respondents by Job Category

JOB CATEGORY	Very Satisfied		Satisfied		Not Very Satisfied		Unsatisfied	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Business Manager	1	20.0%	3	60.0%	0	0.0%	1	20.0%
Child Care Worker	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Computer Programmer	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Construction Worker	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Educator	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Electrician	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Law Enforcement Official	2	50.0%	1	25.0%	1	25.0%	0	0.0%
Nurse	15	71.4%	6	28.6%	0	0.0%	0	0.0%
Sales Clerk	0	0.0%	1	25.0%	3	75.0%	0	0.0%
Secretary	1	20.0%	4	80.0%	0	0.0%	0	0.0%
Other	6	24.0%	15	60.0%	3	12.0%	1	4.0%
TOTAL	27	39.1%	33	47.8%	7	10.1%	2	2.9%

Note: Percentage figures are by row (job category).

Table 9
Intention of Graduate Survey Respondents to Pursue Current Jobs as Long-Range Careers

YEAR	DEGREE	Will pursue		Will not pursue		Undecided	
		No.	Pct.	No.	Pct.	No.	Pct.
1985-86	AA/AS	10	50.0%	10	50.0%	0	0.0%
	AAS	50	84.7%	9	15.3%	0	0.095
	Certificate	21	84.0%	4	16.0%	0	0.0%
	TOTAL	81	77.9%	23	22.1%	0	0.0%
1986-87	AA/AS	10	35.7%	18	64.3%	0	0.0%
	AAS	39	69.6%	17	30.4%	0	0.0%
	Certificate	18	72.0%	7	28.0%	0	0.0%
	TOTAL	67	61.5%	42	38.5%	0	0.0%
1987-88	AA/AS	12	41.4%	17	58.6%	0	0.0%
	AAS	26	63.4%	15	36.6%	0	0.0%
	Certificate	14	77.8%	3	16.7%	1	5.6%
	TOTAL	52	59.1%	35	39.8%	1	1.1%
1988-89	AA/AS	6	23.1%	11	42.3%	9	34.6%
	AAS	32	69.6%	6	13.0%	8	17.4%
	Certificate	14	66.7%	1	4.8%	6	28.6%
	TOTAL	52	55.9%	18	19.4%	23	24.7%
1989-90	AA/AS	9	29.0%	17	54.8%	5	16.1%
	AAS	27	57.4%	8	17.0%	12	25.5%
	Certificate	2	50.0%	1	25.0%	1	25.0%
	TOTAL	38	46.3%	26	31.7%	18	22.0%
1990-91	AA/AS	7	17.1%	26	63.4%	8	19.5%
	AAS	27	58.7%	9	19.6%	10	21.7%
	Certificate	2	28.6%	2	28.6%	3	42.9%
	TOTAL	36	38.3%	37	39.4%	21	22.3%
1991-92	AA/AS	6	31.6%	8	42.1%	5	26.3%
	AAS	26	59.1%	6	13.6%	12	27.3%
	Certificate	7	50.0%	4	28.6%	3	21.4%
	TOTAL	39	50.6%	18	23.4%	20	26.0%
1992-93	AA/AS	4	12.9%	21	67.7%	6	19.4%
	AAS	31	70.5%	5	11.4%	8	18.2%
	Certificate	10	66.7%	3	20.0%	2	13.3%
	TOTAL	45	50.0%	29	32.2%	16	17.8%
1993-94	AA/AS	10	26.3%	23	60.5%	5	13.2%
	AAS	33	67.3%	6	12.2%	10	20.4%
	Certificate	5	41.7%	6	50.0%	1	8.3%
	TOTAL	48	48.5%	35	35.4%	16	16.2%
1994-95	AA/AS	7	33.3%	13	61.9%	1	4.8%
	AAS	28	70.0%	6	15.0%	6	15.0%
	Certificate	8	88.9%	0	0.0%	1	11.1%
	TOTAL	43	61.4%	19	27.1%	8	11.4%

Note: Percentage figures are by row (award).

Table 10
Intention of 1994-95 Graduate Survey Respondents to Pursue Current Jobs as Long-Range Careers by Job Category

JOB CATEGORY	Will pursue		Will not pursue		Undecided	
	No.	Pct.	No.	Pct.	No.	Pct.
Business Manager	3	60.0%	2	40.0%	0	0.0%
Child Care Worker	1	100.0%	0	0.0%	0	0.0%
Computer Programmer	0	0.0%	0	0.0%	1	100.0%
Educator	1	100.0%	0	0.0%	0	0.0%
Electrician	1	100.0%	0	0.0%	0	0.0%
Law Enforcement Official	1	33.3%	1	33.3%	1	33.3%
Nurse	21	100.0%	0	0.0%	0	0.0%
Sales Clerk	0	0.0%	3	100.0%	0	0.0%
Secretary	4	66.7%	1	16.7%	1	16.7%
Other	10	41.7%	9	37.5%	5	20.8%
TOTAL	42	63.6%	16	24.2%	8	12.1%

Note: Percentage figures are by row (job category).

Table 11
Evaluation by 1994-95 Graduate Survey Respondents of Their Academic Preparation by Program

PROGRAM	Excellent		Good		Fair		Poor	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Fine Arts	0	0.0%	0	0.0%	1	100.0%	0	0.0%
Liberal Arts	4	80.0%	1	20.0%	0	0.0%	0	0.0%
A.A. DEGREE	4	66.7%	1	16.7%	1	16.7%	0	0.0%
Business Admin.	2	25.0%	5	62.5%	1	12.5%	0	0.0%
Education	1	100.0%	0	0.0%	0	0.0%	0	0.0%
General Studies	0	0.0%	5	71.4%	1	14.3%	1	14.3%
Science	1	33.3%	2	66.7%	0	0.0%	0	0.0%
A.S. DEGREE	4	21.1%	12	63.2%	2	10.5%	1	5.3%
Accounting	2	100.0%	0	0.0%	0	0.0%	0	0.0%
Computer Info. Sys.	0	0.0%	2	100.0%	0	0.0%	0	0.0%
Drafting and Design	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Management	1	25.0%	2	50.0%	1	25.0%	0	0.0%
Marketing	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Nursing	13	61.9%	8	38.1%	0	0.0%	0	0.0%
Office Sys. Tech.	2	50.0%	2	50.0%	0	0.0%	0	0.0%
Police Science	1	20.0%	4	80.0%	0	0.0%	0	0.0%
A.A.S. DEGREE	21	52.5%	18	45.0%	1	2.5%	0	0.0%
Career Studies	2	33.3%	4	66.7%	0	0.0%	0	0.0%
Clerical Studies	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Law Enforcement	1	100.0%	0	0.0%	0	0.0%	0	0.0%
CERTIFICATE	4	50.0%	4	50.0%	0	0.0%	0	0.0%
TOTAL	33	45.2%	35	47.9%	4	5.5%	1	1.4%

Note: Percentage figures are by row (program).

Table 12
Evaluation by Graduate Survey Respondents of Their Academic Preparation for Employment

YEAR	DEGREE	Excellent		Good		Fair		Poor	
		No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
1985-86	AA/AS	4	25.0%	9	56.3%	2	12.5%	1	6.3%
	AAS	21	33.9%	38	61.3%	3	4.8%	0	0.0%
	Certificate	6	25.0%	17	70.8%	1	4.2%	0	0.0%
	TOTAL	31	30.4%	64	62.7%	6	5.9%	1	1.0%
1986-87	AA/AS	11	35.5%	17	54.8%	0	0.0%	3	9.7%
	AAS	20	37.7%	32	60.4%	1	1.9%	0	0.0%
	Certificate	9	34.6%	14	53.8%	3	11.5%	0	0.0%
	TOTAL	40	36.4%	63	57.3%	4	3.6%	3	2.7%
1987-88	AA/AS	10	30.3%	20	60.6%	2	6.1%	1	3.0%
	AAS	16	31.4%	28	54.9%	5	9.8%	2	3.9%
	Certificate	9	50.0%	8	44.4%	1	5.6%	0	0.0%
	TOTAL	35	34.3%	56	54.9%	8	7.8%	3	2.9%
1988-89	AA/AS	6	26.1%	15	65.2%	2	8.7%	0	0.0%
	AAS	15	32.6%	29	63.0%	1	2.2%	1	2.2%
	Certificate	5	25.0%	14	70.0%	1	5.0%	0	0.0%
	TOTAL	26	29.2%	58	65.2%	4	4.5%	1	1.1%
1989-90	AA/AS	8	30.8%	16	61.5%	2	7.7%	0	0.0%
	AAS	21	46.7%	21	46.7%	3	6.7%	0	0.0%
	Certificate	2	33.3%	3	50.0%	1	16.7%	0	0.0%
	TOTAL	31	40.3%	40	51.9%	6	7.8%	0	0.0%
1990-91	AA/AS	9	27.3%	22	66.7%	2	6.1%	0	0.0%
	AAS	12	26.7%	31	68.9%	1	2.2%	1	2.2%
	Certificate	1	25.0%	3	75.0%	0	0.0%	0	0.0%
	TOTAL	22	26.8%	56	68.3%	3	3.7%	1	1.2%
1991-92	AA/AS	3	15.8%	12	63.2%	4	21.1%	0	0.0%
	AAS	22	52.4%	17	40.5%	2	4.8%	1	2.4%
	Certificate	6	46.2%	5	38.5%	2	15.4%	0	0.0%
	TOTAL	31	41.9%	34	45.9%	8	10.8%	1	1.4%
1992-93	AA/AS	6	24.0%	16	64.0%	2	8.0%	1	4.0%
	AAS	19	43.2%	20	45.5%	4	9.1%	1	2.3%
	Certificate	7	50.0%	7	50.0%	0	0.0%	0	0.0%
	TOTAL	32	38.6%	43	51.8%	6	7.2%	2	2.4%
1993-94	AA/AS	12	33.3%	15	41.7%	8	22.2%	1	2.8%
	AAS	29	59.2%	19	38.8%	1	2.0%	0	0.0%
	Certificate	5	33.3%	7	46.7%	3	20.0%	0	0.0%
	TOTAL	46	46.0%	41	41.0%	12	12.0%	1	1.0%
1994-95	AA/AS	8	32.0%	13	52.0%	3	12.0%	1	4.0%
	AAS	21	52.5%	18	45.0%	1	2.5%	0	0.0%
	Certificate	4	50.0%	4	50.0%	0	0.0%	0	0.0%
	TOTAL	33	45.2%	35	47.9%	4	5.5%	1	1.4%

Note: Percentage figures are by row (award).

Table 13
Evaluation by 1994-95 Graduate Survey Respondents of Their Academic Preparation by Employment Status and Job Satisfaction

CATEGORY	Excellent		Good		Fair		Poor	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Employment Status								
Full-Time, Related	17	44.7%	21	55.3%	0	0.0%	0	0.0%
Full-Time, Unrelated	4	50.0%	3	37.5%	1	12.5%	0	0.0%
Part-Time, Related	7	50.0%	7	50.0%	0	0.0%	0	0.0%
Part-Time, Unrelated	3	30.0%	3	30.0%	3	30.0%	1	10.0%
Job Satisfaction								
Very Satisfied	17	65.4%	9	34.6%	0	0.0%	0	0.0%
Satisfied	10	30.3%	21	63.6%	2	6.1%	0	0.0%
Not Very Satisfied	3	37.5%	2	25.0%	2	25.0%	1	12.5%
Dissatisfied	1	50.0%	1	50.0%	0	0.0%	0	0.0%

Note: Percentage figures are by row (category).

Table 14
Academic Preparation of 1994-95 Graduate Survey Respondents in Comparison to Others Within the Same Career Fields by Program

PROGRAM	Better Prepared		About as Prepared		Not as Prepared	
	No.	Pct.	No.	Pct.	No.	Pct.
Fine Arts	0	0.0%	0	0.0%	1	100.0%
Liberal Arts	3	75.0%	1	25.0%	0	0.0%
A.A. DEGREE	3	60.0%	1	20.0%	1	20.0%
Business Admin.	2	28.6%	4	57.1%	1	14.3%
Education	1	100.0%	0	0.0%	0	0.0%
General Studies	1	25.0%	3	0.0%	0	0.0%
Science	1	33.3%	2	66.7%	0	0.0%
A.S. DEGREE	5	33.3%	9	60.0%	1	6.7%
Accounting	1	100.0%	1	50.0%	0	0.0%
Computer Info. Sys.	0	100.0%	2	100.0%	0	0.0%
Management	1	25.0%	2	50.0%	1	25.0%
Marketing	1	100.0%	0	0.0%	0	0.0%
Nursing	13	59.1%	9	40.9%	0	0.0%
Office Sys. Tech.	2	50.0%	2	50.0%	0	0.0%
Police Science	0	0.0%	4	100.0%	0	0.0%
A.A.S. DEGREE	18	46.2%	20	51.3%	1	2.6%
Career Studies	3	42.9%	4	57.1%	0	0.0%
Clerical Studies	1	100.0%	0	0.0%	0	0.0%
Law Enforcement	1	100.0%	0	0.0%	0	0.0%
CERTIFICATE	5	55.6%	4	44.4%	0	0.0%
TOTAL	31	45.6%	34	50.0%	3	4.4%

Note: Percentage figures are by row (program).

Table 15
Academic Preparation of 1994-95 Graduate Survey Respondents in Comparison to Others Within the Same Career Fields by Job Category

JOB CATEGORY	Better Prepared		About as Prepared		Not as Prepared	
	No.	Pct.	No.	Pct.	No.	Pct.
Business Manager	1	20.0%	4	80.0%	0	0.0%
Child Care Worker	0	0.0%	1	100.0%	0	0.0%
Computer Programmer	0	0.0%	1	100.0%	0	0.0%
Construction Worker	0	0.0%	0	0.0%	1	100.0%
Educator	1	100.0%	0	0.0%	0	0.0%
Electrician	0	0.0%	1	100.0%	0	0.0%
Law Enforcement Official	0	0.0%	3	100.0%	0	0.0%
Nurse	13	61.9%	8	38.1%	0	0.0%
Sales Clerk	1	0.0%	0	0.0%	1	50.0%
Secretary	4	66.7%	2	33.3%	0	0.0%
Other	9	39.1%	12	52.2%	2	8.7%
TOTAL	29	44.6%	32	49.2%	4	6.2%

Note: Percentage figures are by row (job category).

Table 16
Evaluation by 1994-95 Graduate Survey Respondents of Career Assistance Services at PVCC

SERVICE	Excellent		Good		Fair		Poor	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Student Services	7	21.2%	15	45.5%	7	21.2%	4	12.1%
Academic Program	29	53.7%	20	37.0%	3	5.6%	2	3.7%
Faculty	32	61.5%	14	26.9%	5	9.6%	1	1.9%
Co-operative Education	10	58.8%	4	23.5%	3	17.6%	0	0.0%
Other	5	62.5%	3	37.5%	0	0.0%	0	0.0%

Note: Percentage figures are by row (service).

Table 17
Salaries of 1994-95 Graduate Survey Respondents by Academic Degree and Program

PROGRAM	No.	Mean Salary	Median Salary	Minimum Salary	Maximum Salary
Fine Arts	1	$9,000	$9,000	$9,000	$9,000
Liberal Arts	11	$23,703	$20,660	$11,700	$42,000
A.A. DEGREE	12	$16,352	$14,830	$10,350	$25,500
Business Admin.	15	$13,966	$15,250	$5,000	$22,500
Education	2	$8,000	$8,000	$8,000	$8,000
General Studies	10	$18,083	$16,000	$5,000	$36,500
Science	6	$29,938	$29,938	$20,000	$39,875
A.S. DEGREE	33	$17,497	$17,297	$9,500	$26,719
Accounting	2	$13,630	$13,630	$13,260	$14,000
Computer Info. Sys.	2	$39,500	$39,500	$39,500	$39,500
Drafting and Design	1	$20,072	$20,072	$20,072	$20,072
Management	4	$17,367	$17,500	$4,600	$30,000
Marketing	1	$22,000	$22,000	$22,000	$22,000
Nursing	23	$28,258	$28,400	$16,000	$37,440
Office Sys. Tech.	4	$17,007	$18,006	$11,116	$21,900
Police Science	6	$22,775	$22,389	$12,000	$31,000
A.A.S. DEGREE	43	$22,576	$28,000	$17,319	$39,500
Career Studies	8	$20,096	$25,000	$7,700	$27,000
Clerical Studies	2	$16,500	$16,500	$16,500	$16,500
CERTIFICATE	10	$18,298	$20,750	$12,100	$21,750
TOTAL	98	$18,681	$19,066	$12,317	$25,239

Note: A respondent's salary may be reported in more than one academic program if that respondent earned more than one degree

Table 18
Salaries of 1994-95 Graduate Survey Respondents by Job Category

JOB CATEGORY	No	Mean Salary	Median Salary	Minimum Salary	Maximum Salary
Business Manager	5	$21,000	$20,000	$15,000	$30,000
Child Care Worker	1	$25,000	$25,000	$25,000	$25,000
Computer Programmer	1	$39,500	$39,500	$39,500	$39,500
Educator	1	$7,700	$7,700	$7,700	$7,700
Electrician	1	$26,000	$26,000	$26,000	$26,000
Law Enforcement Official	4	$26,367	$28,000	$20,100	$31,000
Nurse	21	$28,606	$28,450	$16,000	$37,400
Sales Clerk	4	$7,250	$7,000	$5,000	$10,000
Secretary	6	$18,644	$18,006	$11,116	$25,000
Other	25	$19,654	$16,796	$8,000	$42,000
TOTAL	69	$21,972	$21,645	$17,342	$27,360

Note: Figures represent only those respondents who provided their salaries.

Table 19
Salaries of 1994-95 Graduate Survey Respondents by Employment Status and Job Satisfaction

CATEGORY	No	Mean Salary	Median Salary	Minimum Salary	Maximum Salary
EMPLOYMENT STATUS					
Full-Time, Related	39	$26,168	$27,203	$7,700	$39,875
Full-Time, Unrelated	9	$25,942	$25,036	$14,000	$42,000
Part-Time, Related	14	$14,931	$13,260	$8,000	$28,000
Part-Time, Unrelated	12	$11,220	$10,350	$5,000	$22,000
JOB SATISFACTION					
Very Satisfied	27	$25,738	$28,000	$7,700	$42,000
Satisfied	30	$21,740	$22,000	$4,600	$39,875
Not Very Satisfied	9	$11,167	$9,000	$5,000	$20,100
Dissatisfied	2	$20,950	$20,950	$20,000	$21,900

Table 20
Salaries of 1994-95 Graduate Survey Respondents by Sex, Race, Age, and Employment Status

JOB CATEGORY		No.	Mean Salary	Median Salary	Minimum Salary	Maximum Salary
SEX	Male					
	Full-Time	16	$27,478	$27,500	$7,700	$42,000
	Part-Time	4	$14,000	$12,500	$9,000	$22,000
	Female					
	Full-Time	28	$25,632	$27,203	$12,000	$37,440
	Part-Time	15	$12,705	$11,408	$5,000	$28,000
RACE	White					
	Full-Time	37	$27,177	$28,181	$7,700	$42,000
	Part-Time	17	$12,605	$16,000	$5,000	$28,000
	Black					
	Full-Time	6	$22,179	$21,000	$12,000	$34,000
	Part-Time	1	$15,500	$15,500	$15,500	$15,500
	Other					
	Full-Time	1	$18,720	$18,720	$18,720	$18,720
	Part-Time	1	$16,796	$16,796	$16,796	$16,796
AGE	18-21					
	Full-Time	1	$18,006	$18,006	$18,006	$18,006
	Part-Time	2	$11,100	$11,100	$9,000	$13,200
	22-24					
	Full-Time	1	$17,500	$17,500	$17,500	$17,500
	Part-Time	7	$12,029	$10,000	$5,000	$28,000
	25-34					
	Full-Time	18	$27,852	$28,979	$14,000	$39,875
	Part-Time	5	$12,234	$13,260	$5,000	$16,796
	35-44					
	Full-Time	17	$26,428	$27,000	$16,500	$42,000
	Part-Time	4	$13,750	$12,500	$8,000	$22,000
	45-59					
	Full-Time	7	$24,463	$25,000	$7,700	$37,440
	Part-Time	1	$24,000	$24,000	$24,000	$24,000

Table 21
Fields of Study at Four-year Institutions of 1994-95 Graduate Survey Respondents

FIELD OF STUDY	GMU	JMU	LU	MBC	MWC	MCV	ODU	UGA	UVA	VCU	VPI	TOTAL
Accounting	–	1	–	–	–	–	–	–	–	1	–	2
Architecture	–	–	–	–	–	–	–	–	1	–	–	1
Biology	–	–	–	–	–	–	–	–	–	–	1	1
Business Administration	–	1	–	1	–	–	1	–	–	–	–	3
Business Management	–	–	–	1	–	–	–	–	–	–	–	1
Computer Science	–	–	–	–	–	–	1	–	–	–	–	1
Criminal Justice	–	–	–	–	–	–	–	–	–	1	–	1
Dietetics	–	1	–	–	–	–	–	–	–	–	–	1
Education	–	–	–	2	–	–	–	–	1	–	–	3
English	–	–	–	–	–	–	–	1	2	–	–	3
Finance and Marketing	1	–	–	–	–	–	–	–	1	–	–	2
Graphic Design	–	1	–	–	–	–	–	–	–	–	–	1
Historic Preservation	–	–	–	–	1	–	–	–	–	–	–	1
Interior Design	–	–	–	–	–	–	–	–	–	1	–	1
International Business	–	1	–	–	–	–	–	–	–	–	–	1
Marketing	–	–	–	–	–	–	–	–	1	–	–	1
Mechanical Engineering	–	–	–	–	–	–	–	–	1	–	–	1
Medical Technology	–	1	–	–	–	–	–	–	–	–	–	1
Nursing	–	–	–	–	–	–	1	–	1	–	–	2
Occupational Therapy	–	–	–	–	–	1	–	–	–	–	–	1
Pastoral Ministries	–	–	1	–	–	–	–	–	–	–	–	1
Political Science	–	1	–	–	–	–	–	–	–	–	–	1
Psychology	–	4	–	–	–	–	–	–	–	–	–	4
Sociology	–	–	–	1	–	–	–	–	–	–	–	1
TOTAL	1	11	1	5	1	1	3	1	8	3	1	36

Note: A respondent's field of study may include more than one.

GMU: George Mason University
JMU: James Madison University
LU: Liberty University
MBC: Mary Baldwin College
MWC: Mary Washington College
MCV: Medical College of Virginia
ODU: Old Dominion University
UGA: University of Georgia
UVA: University of Virginia
VCU: Virginia Commonwealth University
VPI: Virginia Polytechnic Institute & State University

Table 22
GPAs OF 1994-95 Graduate Survey Respondents at Four-year Institutions

COLLEGE OR UNIVERSITY	No	Average GPA	Minimum GPA	Maximum GPA
George Mason University	1	3.30	3.30	3.30
James Madison University	11	3.14	2.30	3.80
Liberty University	1	4.00	4.00	4.00
Mary Baldwin College	5	3.53	3.30	4.00
Medical College of Virginia	1	3.70	3.70	3.70
Old Dominion University	3	3.73	3.50	4.00
University of Virginia	8	3.35	2.80	3.90
Virginia Commonwealth University	3	3.50	3.50	3.50
Virginia Polytechnic Institute	1	4.00	4.00	4.00
TOTAL	34	3.58	3.38	3.80

Note: Figures represent only those respondents who provided their grade point averages.

Table 23
GPAs of 1994-95 Graduate Survey Respondents at Four-year Institutions by Four-year Field of Study

FIELD OF STUDY	No	Average GPA	Minimum GPA	Maximum GPA
Accounting	2	3.00	3.00	3.00
Architecture	1	3.00	3.00	3.00
Biology	1	4.00	4.00	4.00
Business Administration	2	3.50	3.50	3.50
Business Management	3	3.27	2.50	3.90
Computer Science	1	3.50	3.50	3.50
Dietetics	1	3.10	3.10	3.10
Education	3	3.70	3.30	4.00
English	3	3.75	3.60	3.90
Interior Design	1	3.50	3.50	3.50
International Business	1	3.00	3.00	3.00
Marketing	1	3.20	3.20	3.20
Mechanical Engineering	1	2.80	2.80	2.80
Medical Technology	1	3.40	3.40	3.40
Nursing	3	3.85	3.70	4.00
Occupational Therapy	1	3.70	3.70	3.70
Pastoral Ministries	1	4.00	4.00	4.00
Political Science	1	3.10	3.10	3.10
Psychology	4	3.33	2.30	3.80
Total	32	3.41	3.27	3.49

Note: Figures reflect only those respondents who provided their grade point averages.

Table 24
GPAs of 1994-95 Graduate Survey Respondents at Four-year Institutions by Sex, Race, and Age

CATEGORY	No.	Average GPA	Minimum GPA	Maximum GPA
SEX				
Male	34	3.19	2.50	4.00
Female	65	3.52	2.30	4.00
RACE				
White	84	3.43	2.30	4.00
Black	9	3.30	3.30	3.30
Other	3	3.00	3.00	3.00
AGE				
Under 18	1	4.00	4.00	4.00
18-21	5	3.34	3.00	3.80
22-24	7	3.49	2.30	4.00
25-34	13	3.39	2.50	4.00
35-44	2	3.25	3.20	3.30
45-59	4	3.38	3.00	3.80

Note: Figures represent only those respondents who provided their grade point averages.

Table 25
Fields of Study of 1994-95 Graduate Survey Respondents at Two-year and Specialized Institutions

FIELD OF STUDY	PVCC	TOTAL
Business Administration	1	1
Business and Management	1	1
Information Systems Technology	1	1
Nursing	1	1
TOTAL	4	4

PVCC: Piedmont Virginia Community College

Table 26
Evaluation of 1994-95 Graduate Survey Respondents of their Academic Preparation for College Transfer by Program

PROGRAM	Excellent		Good		Fair		Poor	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Fine Arts	0	0.0%	0	0.0%	1	100.0%	0	0.0%
Liberal Arts	4	80.0%	1	20.0%	0	0.0%	0	0.0%
A.A. DEGREE	4	66.7%	1	16.7%	1	16.7%	0	0.0%
Business Admin.	2	25.0%	5	62.5%	1	12.5%	0	0.0%
Education	1	100.0%	0	0.0%	0	0.0%	0	0.0%
General Studies	0	0.0%	5	83.3%	1	16.7%	1	16.7%
Science	1	33.3%	2	66.7%	0	0.0%	0	0.0%
A.S. DEGREE	4	22.2%	12	66.7%	1	5.6%	1	5.6%
Accounting	2	100.0%	0	0.0%	0	0.0%	0	0.0%
Computer Info. Sys.	0	0.0%	2	100.0%	0	0.0%	0	0.0%
Drafting and Design	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Management	1	25.0%	2	50.0%	1	25.0%	0	0.0%
Marketing	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Nursing	13	61.9%	8	38.1%	0	0.0%	0	0.0%
Office Sys. Tech.	2	50.0%	2	50.0%	0	0.0%	0	0.0%
Police Science	1	20.0%	4	80.0%	0	0.0%	0	0.0%
A.A.S. DEGREE	21	52.5%	18	45.0%	1	2.5%	0	0.0%
Career Studies	2	33.3%	4	66.7%	0	0.0%	0	0.0%
Clerical Studies	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Law Enforcement	1	100.0%	0	0.0%	0	0.0%	0	0.0%
CERTIFICATE	4	50.0%	4	50.0%	0	0.0%	0	0.0%
TOTAL	33	45.8%	35	48.6%	3	4.2%	1	1.4%

Note: Percentage figures are by row (program).

Table 27
Evaluation by 1994-95 Graduate Survey Respondents of Their Academic Preparation for College Transfer by Four-year Institution

COLLEGE OR UNIVERSITY	Excellent		Good		Fair		Poor	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
James Madison University	0	0.0%	3	75.0%	1	25.0%	1	25.0%
Liberty University	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Mary Baldwin College	2	50.0%	2	50.0%	0	0.0%	0	0.0%
Mary Washington College	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Old Dominion University	1	50.0%	1	50.0%	0	0.0%	0	0.0%
University of Virginia	4	80.0%	1	20.0%	0	0.0%	0	0.0%
Virginia Commonwealth University	1	33.3%	2	66.7%	0	0.0%	0	0.0%
Total	9	42.9%	10	47.6%	1	4.8%	1	4.8%

Note: Figures represent only those respondents who provided transfer preparation data.

Table 28
Evaluation by 1994-95 Graduate Survey Respondents of Their Academic Preparation for College Transfer by Four-year Field of Study

FIELD OF STUDY	Excellent		Good		Fair		Poor	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Accounting	1	50.0%	1	50.0%	0	0.0%	0	0.0%
Architecture	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Business Administration	1	50.0%	1	50.0%	0	0.0%	0	0.0%
Business Management	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Criminal Justice	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Education	2	100.0%	0	0.0%	0	0.0%	0	0.0%
English	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Graphic Design	0	0.0%	0	0.0%	1	100.0%	0	0.0%
Historic Preservation	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Interior Design	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Management	0	0.0%	0	0.0%	1	100.0%	0	0.0%
Mechanical Engineering	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Microcomputers	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Nursing	3	100.0%	0	0.0%	0	0.0%	0	0.0%
Pastoral Ministries	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Psychology	0	0.0%	2	100.0%	0	0.0%	0	0.0%
Sociology	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Total	10	43.5%	11	47.8%	2	8.7%	0	0.0%

Note: Figures represent only those respondents who provided transfer preparation data.

Table 29
Evaluation by AA/AS Graduate Survey Respondents of their Academic Preparation for College Transfer

YEAR	Excellent		Good		Fair		Poor	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
1980-1981	8	33.3%	14	58.3%	2	8.3%	0	0.0%
1981-1982	11	37.9%	15	51.7%	3	10.3%	0	0.0%
1982-1983	10	34.5%	10	34.5%	9	31.0%	0	0.0%
1983-1984	(A follow-up survey was not conducted)							
1984-1985	10	43.5%	7	30.4%	6	26.1%	0	0.0%
1985-1986	11	39.3%	12	42.9%	5	17.9%	0	0.0%
1986-1987	12	40.0%	13	43.3%	5	16.7%	0	0.0%
1987-1988	13	40.6%	17	53.1%	1	3.1%	1	3.1%
1988-1989	20	47.6%	20	47.6%	1	2.4%	1	2.4%
1989-1990	14	34.1%	26	63.4%	1	2.4%	0	0.0%
1990-1991	17	33.3%	30	58.8%	4	7.8%	0	0.0%
1991-1992	16	42.1%	19	50.0%	3	7.9%	0	0.0%
1992-1993	25	41.7%	31	51.7%	4	6.7%	0	0.0%
1993-1994	41	45.1%	41	45.1%	8	8.8%	1	1.1%
1994-1995	33	45.2%	35	47.9%	4	5.5%	1	1.4%

Note: Percentage figures are by row (year).

Table 30
Evaluation by 1994-95 Graduate Survey Respondents of Their Academic Preparation in Comparison to Students Starting at the Transfer Institutions by Program

PROGRAM	Better Prepared No.	Better Prepared Pct.	About as Prepared No.	About as Prepared Pct.	Not as Prepared No.	Not as Prepared Pct.
Fine Arts	0	0.0%	1	100.0%	0	0.0%
Liberal Arts	2	28.6%	4	57.1%	1	14.3%
A.A. DEGREE	2	25.0%	5	62.5%	1	12.5%
Business Admin.	3	37.5%	4	50.0%	1	12.5%
Education	0	0.0%	2	100.0%	0	0.0%
General Studies	1	33.3%	2	66.7%	0	0.0%
Science	1	33.3%	2	66.7%	0	0.0%
A.S. DEGREE	5	31.3%	10	62.5%	1	6.3%
Accounting	0	0.0%	1	100.0%	0	0.0%
Management	0	0.0%	0	0.0%	1	100.0%
Marketing	1	100.0%	0	0.0%	0	0.0%
Nursing	0	0.0%	1	50.0%	1	50.0%
Police Science	0	0.0%	1	100.0%	0	0.0%
A.A.S. DEGREE	1	16.7%	3	50.0%	2	33.3%
Career Studies	0	0.0%	0	0.0%	1	100.0%
CERTIFICATE	0	0.0%	0	0.0%	1	100.0%
TOTAL	8	25.8%	18	58.1%	5	16.1%

Note: Percentage figures are by row (program).

Table 31
Evaluation by 1994-95 Graduate Survey Respondents of Their Academic Preparation in Comparison to Students Starting at the Transfer Institutions by Four-year Institution

COLLEGE OR UNIVERSITY	Better Prepared No.	Better Prepared Pct.	About as Prepared No.	About as Prepared Pct.	Not as Prepared No.	Not as Prepared Pct.
George Mason University	0	0.0%	1	100.0%	0	0.0%
James Madison University	3	30.0%	6	60.0%	1	10.0%
Mary Baldwin College	0	0.0%	4	100.0%	0	0.0%
Mary Washington College	1	100.0%	0	0.0%	0	0.0%
Medical College of Virginia	1	100.0%	0	0.0%	0	0.0%
Old Dominion University	1	33.3%	2	66.7%	0	0.0%
University of Virginia	1	16.7%	4	66.7%	1	16.7%
Virginia Polytechnic Institute	0	0.0%	1	100.0%	0	0.0%
TOTAL	7	25.9%	18	66.7%	2	7.4%

Note: Percentage figures are by row (college or university) and only represent those respondents who provided academic preparation data.

Table 32
Evaluation by 1994-95 Graduate Survey Respondents of Their Academic Preparation in Comparison to Students Starting at the Transfer Institutions by Four-year Field of Study

FIELD OF STUDY	Better Prepared		About as Prepared		Not as Prepared	
	No.	Pct.	No.	Pct.	No.	Pct.
Accounting	1	100.0%	0	0.0%	0	0.0%
Architecture	1	100.0%	0	0.0%	0	0.0%
Biology	0	0.0%	1	100.0%	0	0.0%
Business Admin.	0	0.0%	2	100.0%	0	0.0%
Business Mgt.	1	50.0%	1	50.0%	0	0.0%
Computer Sci.	0	0.0%	0	0.0%	1	100.0%
Dietetics	0	0.0%	0	0.0%	1	100.0%
Education	0	0.0%	3	100.0%	0	0.0%
English	0	0.0%	1	50.0%	1	50.0%
Finance and Mktg.	0	0.0%	2	100.0%	0	0.0%
Graphic Design	0	0.0%	1	100.0%	0	0.0%
Historic Preserv.	0	0.0%	0	0.0%	1	100.0%
Interntl Business	0	0.0%	1	100.0%	0	0.0%
Marketing	0	0.0%	1	100.0%	0	0.0%
Medical Tech.	0	0.0%	1	100.0%	0	0.0%
Nursing	0	0.0%	1	100.0%	0	0.0%
Occu. Therapy	0	0.0%	0	0.0%	1	100.0%
Political Science	0	0.0%	0	0.0%	1	100.0%
Psychology	0	0.0%	2	66.7%	1	33.3%
Sociology	0	0.0%	1	100.0%	0	0.0%
TOTAL	3	10.7%	18	64.3%	7	25.0%

Note: Percentage figures are by row (field of study) and only represent those respondents who provided academic preparation data.

Table 33
Evaluation by AA/AS Graduate Survey Respondents of their Academic Preparation in Comparison to Students Starting at the Transfer Institutions

	Better Prepared		About as Prepared		Not as Prepared	
YEAR	No.	Pct.	No.	Pct.	No.	Pct.
1985-1986	8	29.6%	15	55.6%	4	14.8%
1986-1987	11	40.7%	7	25.9%	9	33.3%
1987-1988	8	25.8%	21	67.7%	2	6.5%
1988-1989	12	36.4%	19	57.6%	2	6.1%
1989-1990	13	35.1%	20	54.1%	4	10.8%
1990-1991	19	38.0%	23	46.0%	8	16.0%
1991-1992	10	27.8%	20	55.6%	6	16.7%
1992-1993	20	40.0%	27	54.0%	3	6.0%
1993-1994	6	17.1%	15	42.9%	14	40.0%
1994-1995	5	16.1%	18	58.1%	8	25.8%

Note: Percentage figures are by row (year).

Table 34
Evaluation by 1994-95 Graduate Survey Respondents of the Quality of Instruction Provided by PVCC in Comparison to Their Four-year Transfer Institutions

	PVCC better quality		Both colleges the same		PVCC less quality	
COLLEGE OR UNIVERSITY	No.	Pct.	No.	Pct.	No.	Pct.
George Mason University	1	100.0%	0	0.0%	0	0.0%
James Madison University	1	9.1%	9	81.8%	1	9.1%
Liberty University	0	0.0%	0	0.0%	1	100.0%
Mary Baldwin College	2	66.7%	0	0.0%	1	33.3%
Medical College of Virginia	0	0.0%	1	100.0%	0	0.0%
Old Dominion University	0	0.0%	2	100.0%	0	0.0%
University of Virginia	1	12.5%	5	62.5%	2	25.0%
Virginia Commonwealth University	0	0.0%	1	50.0%	1	50.0%
Virginia Polytechnic Institute	1	100.0%	0	0.0%	0	0.0%
TOTAL	6	20.0%	18	60.0%	6	20.0%

Note that percentage figures are by row (college or university).

Table 35
Evaluation by AA/AS Graduate Survey Respondents of the Quality of Instruction Provided by PVCC in Comparison to Their Four-year Transfer Institutions

	PVCC better quality		Both colleges the same		PVCC less quality	
YEAR	No.	Pct.	No.	Pct.	No.	Pct.
1985-1986	6	23.1%	16	61.5%	4	15.4%
1986-1987	4	17.4%	16	69.6%	3	13.0%
1987-1988	5	17.9%	16	57.1%	7	25.0%
1988-1989	5	14.7%	25	73.5%	4	11.8%
1989-1990	5	13.9%	24	66.7%	7	19.4%
1990-1991	5	10.0%	36	72.0%	9	18.0%
1991-1992	8	24.2%	18	54.5%	7	21.2%
1992-1993	12	24.5%	30	61.2%	7	14.3%
1993-1994	9	25.0%	23	63.9%	4	11.1%
1994-1995	6	19.4%	19	61.3%	6	19.4%

Note that percentage figures are by row (year).

Table 36
Evaluation by 1994-95 Graduate Survey Respondents of the Strictness of Grading Practices of PVCC in Comparison to Their Four-year Transfer Institutions

	PVCC stricter		Both college the same		PVCC less strict	
COLLEGE OR UNIVERSITY	No.	Pct.	No.	Pct.	No.	Pct.
George Mason University	0	0.0%	1	100.0%	0	0.0%
James Madison University	1	10.0%	5	50.0%	4	40.0%
Liberty University	0	0.0%	1	100.0%	0	0.0%
Mary Baldwin College	0	0.0%	1	33.3%	2	66.7%
Medical College of Virginia	0	0.0%	0	0.0%	1	100.0%
Old Dominion University	0	0.0%	1	50.0%	1	50.0%
University of Georgia	0	0.0%	1	100.0%	0	0.0%
University of Virginia	0	0.0%	3	37.5%	5	62.5%
Virginia Commonwealth University	0	0.0%	2	100.0%	0	0.0%
Virginia Tech	1	100.0%	0	0.0%	0	0.0%
TOTAL	2	6.7%	15	50.0%	13	43.3%

Note: Percentage figures are by row (college or university).

Table 37
Evaluation of AA/AS Graduate Survey Respondents of the Strictness of Grading Practices of PVCC in Comparison to Their Four-year Transfer Institutions

	PVCC stricter		Both colleges the same		PVCC less strict	
YEAR	No.	Pct.	No.	Pct.	No.	Pct.
1985-1986	3	11.5%	10	38.5%	13	50.0%
1986-1987	1	4.2%	9	37.5%	14	58.3%
1987-1988	1	3.6%	10	35.7%	17	60.7%
1988-1989	2	6.1%	21	63.6%	10	30.3%
1989-1990	0	0.0%	23	63.9%	13	36.1%
1990-1991	1	2.0%	24	48.0%	25	50.0%
1991-1992	2	6.1%	16	48.5%	15	45.5%
1992-1993	3	6.1%	30	61.2%	16	32.7%
1993-1994	5	13.9%	21	58.3%	10	27.8%
1994-1995	2	6.7%	15	50.0%	13	43.3%

Note that percentage figures are by row (year).

Table 38
Evaluation by 1994-95 Graduate Survey Respondents of Student Competitiveness at PVCC in Comparison to Students at Their Four-year Transfer Institutions

	PVCC more competitive		Both colleges the same		PVCC less competitive	
COLLEGE OR UNIVERSITY	No.	Pct.	No.	Pct.	No.	Pct.
George Mason University	0	0.0%	0	0.0%	1	100.0%
James Madison University	1	10.0%	3	30.0%	6	60.0%
Liberty University	0	0.0%	1	100.0%	0	0.0%
Mary Baldwin College	0	0.0%	3	75.0%	1	25.0%
Medical College of Virginia	0	0.0%	0	0.0%	1	100.0%
Old Dominion University	0	0.0%	2	100.0%	0	0.0%
University of Georgia	0	0.0%	1	100.0%	0	0.0%
University of Virginia	1	12.5%	1	12.5%	6	75.0%
Virginia Commonwealth University	0	0.0%	1	50.0%	1	50.0%
TOTAL	2	6.7%	12	40.0%	16	53.3%

Note: Percentage figures are by row (college or university)

Table 39
Evaluation by AA/AS Graduate Survey Respondents of Student Competitiveness at PVCC in Comparison to Students at Their Four-year Transfer Institutions

	PVCC more competitive		Both colleges the same		PVCC less competitive	
YEAR	No.	Pct.	No.	Pct.	No.	Pct.
1985-1986	0	0.0%	8	29.6%	19	70.4%
1986-1987	2	8.3%	9	37.5%	13	54.2%
1987-1988	1	3.8%	10	38.5%	15	57.7%
1988-1989	1	3.0%	10	30.3%	22	66.7%
1989-1990	0	0.0%	12	34.3%	23	65.7%
1990-1991	3	6.3%	7	14.6%	38	79.2%
1991-1992	1	3.0%	7	21.2%	25	75.8%
1992-1993	3	6.0%	23	46.0%	24	48.0%
1993-1994	4	11.1%	9	25.0%	23	63.9%
1994-1995	2	6.5%	13	41.9%	16	51.6%

Note: Percentage figures are by row (year)

Table 40
Evaluation by 1994-95 Graduate Survey Respondents of Faculty and Staff Friendliness at PVCC in Comparison to Their Four-year Transfer Institutions

	PVCC more friendly		Both colleges the same		PVCC less friendly	
COLLEGE OR UNIVERSITY	No.	Pct.	No.	Pct.	No.	Pct.
George Mason University	1	100.0%	0	0.0%	0	0.0%
James Madison University	5	50.0%	4	40.0%	1	10.0%
Liberty University	0	0.0%	0	0.0%	1	100.0%
Mary Baldwin College	2	50.0%	2	50.0%	0	0.0%
Medical College of Virginia	1	100.0%	0	0.0%	0	0.0%
Old Dominion University	1	50.0%	1	50.0%	0	0.0%
University of Georgia	0	0.0%	1	100.0%	0	0.0%
University of Virginia	2	25.0%	6	75.0%	0	0.0%
Virginia Commonwealth University	1	50.0%	1	50.0%	0	0.0%
Virginia Tech	0	0.0%	1	100.0%	0	0.0%
TOTAL	13	41.9%	16	51.6%	2	6.5%

Note: Percentage figures are by row (college or university).

Table 41
Evaluation by AA/AS Graduate Survey Respondents of Faculty and Staff Friendliness at PVCC in Comparison to Their Four-year Transfer Institutions

	PVCC more friendly		Both colleges the same		PVCC less friendly	
YEAR	No.	Pct.	No.	Pct.	No.	Pct.
1985-1986	17	63.0%	9	33.3%	1	3.7%
1986-1987	13	50.0%	12	46.2%	1	3.8%
1987-1988	15	53.6%	12	42.9%	1	3.6%
1988-1989	17	51.5%	16	48.5%	0	0.0%
1989-1990	22	61.1%	13	36.1%	1	2.8%
1990-1991	20	40.0%	30	60.0%	0	0.0%
1991-1992	18	54.5%	13	39.4%	2	6.1%
1992-1993	17	34.0%	26	52.0%	7	14.0%
1993-1994	17	47.2%	18	50.0%	1	2.8%
1994-1995	13	40.6%	17	53.1%	2	6.3%

Note: Percentage figures are by row (year).

Table 42
Evaluation by 1994-95 Graduate Survey Respondents of Individual Attention Shown Students at PVCC in Comparison to Their Four-year Transfer Institutions

	PVCC shows more attention		Both colleges the same		PVCC shows less attention	
COLLEGE OR UNIVERSITY	No.	Pct.	No.	Pct.	No.	Pct.
George Mason University	0	0.0%	1	100.0%	0	0.0%
James Madison University	6	54.5%	4	36.4%	1	9.1%
Liberty University	0	0.0%	0	0.0%	1	100.0%
Mary Baldwin College	2	50.0%	0	0.0%	2	50.0%
Medical College of Virginia	1	100.0%	0	0.0%	0	0.0%
Old Dominion University	2	100.0%	0	0.0%	0	0.0%
University of Virginia	3	37.5%	4	50.0%	1	12.5%
Virginia Commonwealth University	1	50.0%	1	50.0%	0	0.0%
Virginia Polytechnic Institute	1	100.0%	0	0.0%	0	0.0%
TOTAL	16	51.6%	10	32.3%	5	16.1%

Note: Percentage figures are by row (college or university).

Table 43
Evaluation by AA/AS Graduate Survey Respondents of Individual Attention Shown Students at PVCC in Comparison to Their Four-year Transfer Institutions

	PVCC shows more attention		Both colleges the same		PVCC shows less attention	
YEAR	No.	Pct.	No.	Pct.	No.	Pct.
1985-1986	19	70.4%	7	25.9%	1	3.7%
1986-1987	14	56.0%	9	36.0%	2	8.0%
1987-1988	18	64.3%	8	28.6%	2	7.1%
1988-1989	18	54.5%	14	42.4%	1	3.0%
1989-1990	24	66.7%	11	30.6%	1	2.8%
1990-1991	26	52.0%	21	42.0%	3	6.0%
1991-1992	22	66.7%	8	24.2%	3	9.1%
1992-1993	23	46.0%	23	46.0%	4	8.0%
1993-1994	18	50.0%	17	47.2%	1	2.8%
1994-1995	16	50.0%	11	34.4%	5	15.6%

Note: Percentage figures are by row (year).

Table 44
Evaluation by 1994-95 Graduate Survey Respondents of College Transfer Assistance Services at PVCC

	Excellent		Good		Fair		Poor	
SERVICE	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Student Services	7	33.3%	9	42.9%	2	9.5%	3	14.3%
Academic Program	12	48.0%	10	40.0%	3	12.0%	0	0.0%
Faculty	19	65.5%	8	27.6%	2	6.9%	0	0.0%
Co-operative Education	0	0.0%	2	100.0%	0	0.0%	0	0.0%
Other	1	33.3%	0	0.0%	0	0.0%	2	66.7%

Note: Percentage figures are by row (service).

APPENDIX A

GRADUATE SURVEY

69/10

SOCIAL SECURITY NUMBER ...Do not mark outside this line...

NAME

ADDRESS

CITY, STATE, ZIP

PHONE

INSTRUCTIONS. Use a No. 2 Pencil. Mark only one selection per question. Fill in circles completely. Please answer ALL questions that apply to you. This information will be treated as confidential with answers being combined for group analysis. Thank you for your cooperation!

I. EMPLOYMENT:

1. Currently I am:
- Employed FULL-TIME in a career field RELATED to my field of study at PVCC.
- Employed PART-TIME in a career field RELATED to my field of study at PVCC.
- Employed FULL-TIME in a career field UNRELATED to my field of study at PVCC.
- Employed PART-TIME in a career field UNRELATED to my field of study at PVCC.
- Serving in the military full-time.
- Serving as a homemaker full-time. [If you marked this, please skip to section II.]
- Unemployed (seeking employment). [If you marked this, please skip to section II.]
- Unemployed (NOT seeking employment). [If you marked this, please skip to section II.]

2. My job is:

Artist	Electronics Worker	Educator
Computer Programmer	Child Care Worker	Drama/Theatre Worker
Data Entry Operator	Law Enforcement Official	Musician
Systems Analyst	Draftsman	Laboratory Technician
Business Manager	Draftsman (computer-aided)	Engineer Technician
Sales Clerk	Health Technician	Journalist
Secretary	Respiratory Technician	Construction Worker
Typist	Nurse	Electrician
Accountant		

OTHER (please list) _____

3. My exact job title is _____

4. The name of my employer is _____

5. May we contact your employer to conduct and employer follow-up survey?
(If yes, please complete the attached form) Yes No

6. My annual salary is $_____(based on approx. _____ hrs./week)

7. My job is
- Very satisfying (a superior job)
- Satisfying (a good job)
- Not very satisfying (a fair job)
- Unsatisfying (a poor job)

8. I intend to pursue this job as a long-range career: Yes No Undecided

9. I obtained this job: Before attending PVCC While attending PVCC After attending PVCC

10. My degree helped me obtain my present job: Yes No

11. My degree helped me obtain a promotion in my present job: Yes No

12. I recieved assistance from PVCC in obtaining this job: Yes No

13. Rate the quality of career assistance recieved from the following

Student Services	Excellent	Good	Fair	Poor	Not applicable
Academic program	Excellent	Good	Fair	Poor	Not applicable
Faculty	Excellent	Good	Fair	Poor	Not applicable
Co-op program	Excellent	Good	Fair	Poor	Not applicable
Other (please list) _____	Excellent	Good	Fair	Poor	Not applicable

14. Overall, in relation to my present job, the academic preparation I received from PVCC was:
Excellent Good Fair Poor

15. I Participated in the Co-op program Yes No

16. Compared educationally to other employees beginning their careers in my job field, I was:
Better prepared About as well prepared Not as well prepared

(CONTINUED ON THE REVERSE SIDE.)

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[redacted] [redacted] [redacted] [redacted] [redacted] [redacted]

Do not mark outside this line

II. FURTHER EDUCATION

1. I am:
- Attending a four-year college or university full-time.
- Attending a four-year college or university part-time.
- Attending a community college full-time.
- Attending a community college part-time.
- Attending some other type of school
- Not presently attending school (if you marked this, skip ahead to section III).

2. Name of School _____

3. Address of School _____

4. Major Field of Study _____

5. My current grade point average (GPA) is _____ (on a 4.0 basis.)

This is based on _____ credits earned at the new school.

6. The preparation at PVCC for my current studies was:
Excellent Good Fair Poor

7. In comparison to students who started at my new school as freshmen, I feel
Not as well prepared About as well prepared Better prepared

8. PVCC compares to my new school in:

Degree of Student competitiveness	PVCC has more	About the same	Current school has more
Friendliness of faculty and staff	PVCC has more	About the same	Current school has more
Individual attention shown students	PVCC has more	About the same	Current school has more
Strictness of grading practices	PVCC has more	About the same	Current school has more
Quality of instruction	PVCC has more	About the same	Current school has more

9. The school to which I transferred was my First Choice Second Choice Third Choice

10. If assistance was received from PVCC in transferring to my new school, rate the quality of assistance from the following:

Student Services	Excellent	Good	Fair	Poor	Not applicable
Academic program	Excellent	Good	Fair	Poor	Not applicable
Faculty	Excellent	Good	Fair	Poor	Not applicable
Co-op program	Excellent	Good	Fair	Poor	Not applicable
Other (please list) _____	Excellent	Good	Fair	Poor	Not applicable

11. The credits I earned at PVCC
Did transfer as I expected they would Did not transfer as I expected they would

12. The number of credits not accepted at my new school was _____

The courses not accepted were _____

_____

III. COMMENTS AND SUGGESTIONS

Please list any comments or suggestions below (and on a continuation sheet if needed). We are particularly interested in how we can improve our curriculum and services.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

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APPENDIX B

SURVEY COVER LETTERS

PIEDMONT VIRGINIA COMMUNITY COLLEGE

January 15, 1996

Dear PVCC Graduate:

One of the best sources of information available to Piedmont Virginia Community College (PVCC) is the follow-up survey of graduates which we conduct each year. The results of the survey are used in deciding which programs are offered and in determining how well the college serves both its students and its community.

You have been away from Piedmont for over six months now, and you have new insights concerning the value of a PVCC education and how well it prepared you for either your current job or your course of study at another institution of higher education. Could you please take a few moments and complete the enclosed questionnaire? Your response will be treated as confidential and only summary data on the class as a whole will be published.

If you are employed, we would also like to have your permission to include your employer among those we survey annually to determine employer satisfaction with PVCC programs of study and graduates. If you will permit us to do this, could you please complete the enclosed authorization form and return it with the questionnaire?

A postage-paid, return envelope has been enclosed for your convenience. Thank you for your assistance in this important study.

Sincerely,

Ronald B. Head

Ronald B. Head
Director of Institutional Research and Planning

encl

75/16

501 COLLEGE DRIVE • CHARLOTTESVILLE • VIRGINIA 22902-7589
PHONE 804-977-3900 • FAX 804-971-8232 • V/TTY 804-977-4265

PIEDMONT VIRGINIA COMMUNITY COLLEGE
EMPLOYER CONTACT AUTHORIZATION FORM

Date _____

I, the undersigned, grant permission for Piedmont Virginia Community College (PVCC), from which I recently graduated, to contact my employer for the purpose of conducting an employer survey to determine employer satisfaction with the college, its graduates, and its programs of study. I authorize my employer to complete the employer survey form and return it to PVCC.

I understand that the purpose of the employer survey is educational, that survey results will remain confidential, and that only aggregate, not individual, data will be released by PVCC.

_____
(signature)

. . . . . .

GRADUATE'S NAME _____

IMMEDIATE SUPERVISOR'S NAME _____

IMMEDIATE SUPERVISOR'S TITLE _____

EMPLOYER (COMPANY) NAME _____

EMPLOYER ADDRESS _____

EMPLOYER TELEPHONE _____

77/78 30

PIEDMONT VIRGINIA COMMUNITY COLLEGE

February 16, 1996

Dear PVCC Graduate:

Approximately a month ago I wrote asking you to complete and return a questionnaire designed to provide information on how well Piedmont Virginia Community College prepared you for your current occupational or educational career. As I wrote in the letter accompanying the questionnaire, we need information from you so we can improve our academic offerings and administrative services and make Piedmont an even better educational institution.

Perhaps you never received the questionnaire. Can you please help us by completing the questionnaire (another copy of which is enclosed with this letter)? This will only take a few minutes of your time, and your individual responses will remain confidential. A stamped, self addressed envelope is provided for your convenience.

I look forward to hearing from you, and I thank you for your cooperation.

Sincerely,

Ronald B. Head

Ronald B. Head
Director of Institutional
Research and Planning

encl

79/80

501 COLLEGE DRIVE • CHARLOTTESVILLE • VIRGINIA 22902-7589
PHONE 804-977-3900 • FAX 804-971-8232 • V/TTY 804-977-4265

PIEDMONT VIRGINIA COMMUNITY COLLEGE

March 28, 1996

Dear PVCC Graduate:

In January, I wrote asking you to complete and return a questionnaire designed to provide information on how well Piedmont Virginia Community College prepared you for your current occupational or educational career. In February, I wrote again asking you to return the questionnaire. It is now nearly April and I still have not received a completed questionnaire from you.

If you have already completed and returned the questionnaire, I apologize for any inconvenience this letter might cause. However, if you have *not* completed and returned the questionnaire, please help me by doing so. The questionnaire, another copy of which is enclosed with this letter, will take only a few minutes to complete, and your individual responses will remain confidential. A stamped, self-addressed envelope is provided for your convenience.

This graduate survey is vitally important to us, because it is only through information provided by you and your classmates that we can improve both our academic offerings and administrative services and make Piedmont and even better educational institution.

I look forward to hearing from you soon, and I thank you for your cooperation.

Sincerely,

Ronald B. Head

Ronald B. Head
Director of Institutional
Research and Planning

encl

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APPENDIX C

Selected Comments by Survey Respondents*

I did transfer to Mary Baldwin College and have completed my degree requirements as of [December 1995]. I majored in Business Administration and will receive my diploma in May. The education that I received at both PVCC and MBC was excellent. The only suggest [I have] is to provide additional career planning services. Career planning services offered to students should be conducted by a business professional and not, in my opinion, by someone whose career field has been in human services.

The most obvious shortfall in PVCC's program is Physics...[especially the] competence of the instructors and grossly inadequate labs. UVA did not accept Physics Lab II or the seminars in Physics. Mathematics was adequate, but should have been more rigorous for Engineering majors. Chemistry was very good —no deficiencies. Humanities and English were as good or better than those taught at School of Arts and Sciences (UVA). Assistance to transfer students and coordination of Engineering curriculum with UVA programs is very good. Should offer more [second] year Engineering courses (i.e. Solid Mechanics II, Physics III—Modern, not Classical, Kynimatics and Dynamics of Machines, Calculus-based Statistics, more use of computers in [real] problem solving).

Offer Honors courses in Nursing. I would have enjoyed the opportunity to explore the Nursing curriculum at a more advanced level.

I enjoyed attending PVCC and I will be attending PVCC again for further education soon.

When I filled out my application, one of the counselors looked it over and made suggestions. This was very helpful.

The transfer course offered by [PVCC instructor] was very helpful in preparing me for admission to UVA. I also am grateful for the instructors who helped me with the application process.

The financial aid department was excellent! Helpful, nice, patient, friendly, etc. The people in the Science dept. office were not (especially the secretary—very rude and short. I had to deal with her on three separate situations and it was always unpleasant). I recommend that Pharmacology be required first semester of Nursing. I have been suffering from fourth semester Pharm. since I graduated. Pharm. is definitely my poor spot.

My Fine Arts degree has helped me in rewriting medical dictations into accurate office notes in correct English. (My years of experience with UVA HSC have proven helpful as well, no doubt). My recent Child Care certificate is helping me practice and model good parenting skills with my 9-year-old and 6-year-old. After all, shouldn't education begin in the home? I'm satisfied with the outcome of my studies at present, and will continue with further studies when time permits.

I thought the Business and Office Certificate program was very good. I had been employed in the secretarial field at least 10 years before taking this program but I really enjoyed the classes. The faculty I had for the workshops were excellent.

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*These respondent comments have been edited for spelling and punctuation errors only. No changes were made in the content.

While attending PVCC, my wife and I had a few problems with the Guidance dept. It seemed that each couselor told us something different with regard to classes being needed to graduate. [We] wound up taking classes we couldn't use.

Nursing program needs more OJT, more clinical. Out of school I was expected to know all procedures and have done them—just thrown in with patients and [told] "Do this. You're an RN." Lots of skills and things were never covered and [I] had no experience in [them]. My clinicals were too much paper work and "care plans." I think nurses should be checked off by doing every skill required in nursing. I never started an IV in clinical nor drew blood nor inserted a catheter. My first day of work I was expected to do all three—no experience, [I] had to pull out the book. Please help the other students in the program. They're in for a rude awakening after graduation!

I feel I received a good education at PVCC. I received out of it what I was willing and able to put into it. I have a job that I know I would not have received had it not been for my Associate's degree. Working at my job, I am continually learning new things and trying to further educate myself. Perhaps there would be wasy to add more "real life" experiences to the educational process.

All of the courses I needed did eventually tranfer (up to the 60 cr. max. allowed), but I had to take a test in order for Multivariable calculus to transfer as Multivariable Calculus (as opposed to transferring as only Linear Algebra). In four credits at Piedmont, that Multivariable Calculus course essentially covered Tech's 2 cr. Linear Algebra, Multivariable Calculus (3 cr.), and Calculus of Several Variables (3 cr.). It ought to have transferred as all of those. At minimum, it should have transferred as the first two, and I should not have been required to take Calculus of Several Variables at Tech. Talk with the head of Tech's Math dept. I scored quite well on the test they forced me to take, so he has no grounds for claiming that Piedmont's course was taught at a lower level than Tech's Multivariable Calculus. While I was quite prepared for Tech's math classes, I was somewhat deficient in Physics, probably because of the Physics professor you had in the 1994-95 school year who was the only poor instructor I had at Piedmont. I hope that situation has been remedied. That is the only complaint I have with Piedmont's instruction.

I have suggested weekend one-credit courses before and am delighted that some have started. I would like to see some courses in the ADJ dept. offered similar to the ones offered at NVCC (Annandale Campus). I'll even offer to give one on Handwriting as Legal Evidence for you. I also would offer to give a one-credit "Non-verbal (body language) Communication" weekend class for the Psychology dept. I offered a 3 hr. course about five years ago—Human Patterns (which included Handwriting and Body Language), but we didn't get enough sign-up. However, the basic 3 hr. class was approved at that time. I have presented info. on handwriting at NVCC for classes on kidnapping, serial killers, and questioned documents.

I had trouble getting JMU to accept Microbiology and Statistics. Although they finally were, it should be looked into.

I just recently found out that of the almost 300 applicants to this program (for 28 spaces), I was #2. My professors at PVCC deserve much praise for their contributions. Other students in my class at MCV, coming from 4-year institutions with very high GPAs, claimed that they did not feel adequately prepared for many of the classes, particularly Anatomy and Physiology. The Anatomy profs at PVCC were exceptional. [PVCC Instructor's] sociology classes taught me much about critical thinking. My statistics class at PVCC also left me feeling more confident than many of my peers. I'm very pleased with the quality of my education at PVCC.

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[PVCC Instructor] is an excellent instructor. [Your] program in Early Childhood Education is excellent. [It] does need an additional new course in summer so graduates can keep current in ECD. Thank you for this marvelous curriculum.

Most courses at PVCC with the exception of Nursing, Anatomy, Physiology, and Microbiology were too easy, non-challenging, and poorly taught. PVCC needs to raise the quality of Psych courses. [PVCC Instructor's] Sociology course was a superb exception. PVCC needs more job-oriented programs like Nursing.

I thoroughly enjoyed my year at PVCC. I have no suggestions for improvement nor do I have any complaints.

Offer more classes in technical Writing, business letters, grant writing, personnel management, benefit management, and classes for small business (i.e. setting up books, how to do payroll, how to use current software so that [one] can computerize a small business). It is a very big decision for a small business to decide which software and computer system to invest in. It would be nice to take a class that helps you sort through all that's available—pros and cons, trends, etc.

The two classes in Psychology I thought would help me be on pace when I transferred were not transferred. This put me behind where I should be in my studies. Even though both texts are identical to the ones I used at Piedmont, the credits did not transfer. I was very upset by this.

PVCC is an excellent school. Faculty is excellent. [It] was an excellent experience. (Physics department could use a bit more stability. Too many instructors come and go, some of good quality, some not).

Computer curriculum should require classes on DOS and Windows, not just software packages. A programming language other than Basic should be required. Basic is outdated. Require a course about networks.

I feel that the school is doing a great job with the computer lab and some of the classrooms with computers in them. They give the students a chance to work along with the instructors.

At the present time, I am debating whether to continue with my higher education. Up to date, PVCC services and curriculum have been very helpful to me.

Keep up the good work. Would it be possible to expand career opportunities like dental hygiene, respiratory therapy, physical or occupational therapy assistant? I have a new life thanks to PVCC and more important—more choices!

Excellent people from Chemistry, Biology, History, English, and Math courses. Excellent writing skills developed at Piedmont proved to easily hammer the competition. However, PVCC has a few AS degree requirements which fail to benefit the 4-year degree requirements. Drafting and Health, for example. Also, I was never able to take any computer science class that was transferrable. Even my Sociology class transferred. However, they would prefer a strong writing requirement in this class. One of the higher level math courses in the PVCC computer science curriculum also does not help with my degree requirements.

My comments only pertain to the Nursing program. I feel that more educational time should have been spent on Pharmacology and nursing treatments and procedures and less on Physiology of different illnesses. My clinicals, especially in Psychiactrics (which I now work in), were not at all like my nursing job

now and did not prepare me especially for the documentation and drug knowledge I needed. But other than that, it was an excellent program.

I feel that Piedmont Community College did a very good job in preparing me for a career as a staff nurse; however, they did nothing in helping me find a job after my graduation. I feel that it would be a great service to the graduating student if you could offer some sort of career placement. I was really beginning to get discouraged before getting my job on my own after nearly 3 months of searching for a job. It is really hard for a new nurse to get a job today. Most hospitals are looking for trained nurses. Thank God, I was lucky to have friends (contacts) who worked at the hospital.

I thoroughly enjoyed my education at PVCC. I found the faculty and staff to be very supportive and sincerely willing to help. The environment was cultivating. I would suggest expanding the Liberal Arts department since I spend most of my time taking language courses. The arts, language, and history are integral aspects of our society's development for a better understanding of our world, which is what we need.

I think Piedmont did a good job in helping me prepare for JMU.

The Police Science curriculum needs to be changed to include management-type classes to help graduates better do the administration part of law enforcement. The other thing I see is some classes are only offered once a semester, maybe during the day time, and this stops the evening or working student from [attending] the class.

The Piedmont faculty helped me turn my writing around. My poorest area was once writing. Now, I am excelling at writing, in my literature classes in particular. I believe my current writing success makes evident both the quality of my own efforts and the superb training and nurturing I received as a student at Piedmont.

PVCC is an excellent institution that has a high quality of faculty and programs. PVCC allowed me to continue in academics after I withdrew from Lehigh University. Instead of obtaining a job with only a high school education, PVCC kept my interest in school. The community college also gave me the opportunity to transfer to JMU where I am very happy. I am extremely pleased with my PVCC experience.

I found the teachers at PVCC very helpful. The office hours are an excellent part of learning.

I needed more clinical experience when I arrived on the floor at MJH. I had not had an appointment to perform many dressing changes or catheter insertions while in school. The products/supplies we use were not familiar to me. Orientation with the hospital was a big help. I'm continuing to learn more each day.

The financial aid department could use some help. I know they have a very difficult job to do but I feel the students' needs and concerns are often overlooked.

A class for interviewing should be offered at Piedmont. [After] graduation, I interviewed for 6 jobs and was offered all 6. Piedmont is a great asset to this community for the older student. Please keep making it available [to] us with evening and weekend classes.

PVCC was a great education and experience for me. Thanks!!

I feel that my experience at PVCC was very beneficial. I think there should be some more emphasis or encouragement for students to get involved in clubs and other community activities such as doing community service.

As an older "non-traditional" student who came to PVCC as a high school drop-out (1974), PVCC was exactly what I needed. I was impressed by what PVCC had to offer me and with how well the faculty and staff were able to help me to overcome my anxiety about returning to school and becoming successful in that endeavor.

I had a very good experience at PVCC. It would be great if a 4-year college could be as good in all aspects as PVCC. Thanks!

Provide a more detailed advisement for each curriculum selected by students. Make sure the student takes the proper classes in the order they should. Keep on top of their progress. Make sure they are offered the proper help when needed. Always make sure that each student is aware of all assistance they have available to them at PVCC. If they don't utilize it, find out why. After all, the student is there to get a better education, not just a degree.

I like it when the college offers a diverse selection of course offerings. Unfortunately, many courses that would be interesting get cancelled due to low enrollment. Maybe advertising them in the local papers would help with this problem, mentioning them specifically and only promoting the unique courses since the mainstream courses fill up anyway. Just a suggestion. I think print would be more effective than radio.